Understanding Alignment of Trust Behaviors and Their Effect on Organizational Trust at the Tank-Automotive and Armaments Command Life Cycle Management Command (TACOM LCMC)

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14. ABSTRACT

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Abstract

This study examines the presence and alignment of trust behaviors in civil service employees at the U.S. Army Tank-Automotive and Armaments Command (TACOM) located in Warren, Michigan. The purpose of this study is to determine if the presence and alignment of behaviors that build trust lead to higher levels of trust within and among organizations at the TACOM LCMC. This quantitative research study will determine if trust-building behaviors exist in TACOM organizations, and if a high degree of alignment of those behaviors correlates to higher trust within and among organizations.

A combination of trust theory and congruence theory indicates that high alignment of trust behaviors between parties may lead to higher levels of actual trust between the parties. A conceptual model of alignment of behaviors and their effects on organizational trust was developed based on Covey's trust model. Research questions and hypotheses were developed to identify trust behaviors and determine if extent and alignment of trust behaviors were related to overall organizational trust.

Significant findings from the study include the confirmation that trust behaviors do exist. Ranking of trust behaviors between personal and organizational preference is different. Differences in rank order of trust behaviors between generations also exist. The extent of trust behaviors is a predictor of trust in the responder's overall organization, and the alignment of trust behaviors in an organization is a weak predictor of trust in the responder's organization. Alignment of trust behaviors among organizations is not a statistical predictor of overall organizational trust among organizations.

Recommendations from the findings include management focus on workforce education about the different TACOM organizations to increase trust between organizations, an

understanding of differences in priority of trust behaviors between generations, and equal emphasis on cultivation of workforce behaviors that build both character and competence.

Chapter 1 - Introduction

Trust is a social phenomenon that makes work within organizations easier and collaboration between organizations possible (Lane & Bachmann, 1998). Behaviors that engender trust are key components in building and maintaining organizational trust (Covey, 2006); and lead to increased perceived effectiveness and job satisfaction (Shockley-Zalabak, Morreale, & Hackman, 2010).

Trust has multiple definitions in the literature. In this paper, it is defined as

> an individual's belief or a common belief among a group of individuals that another individual or group a) makes good-faith efforts to behave in accordance with any commitments both explicit or implicit, b) is honest in whatever negotiations preceded such commitments, and c) does not take excessive advantage of another even when the opportunity is available (Cummings and Bromiley, 1996, p. 310*).*

In the popular literature, Covey (2006) defined a series of levels, or "waves" of trust that describe his model for understanding how trust is defined, gained, lost, and regained over time. The first wave is self-trust, defined as four "cores of credibility" (integrity, intent, capabilities, and results). The second wave is relationship trust, defined as 13 character and competency-based behaviors, which are common to people others believe to have high trust. The third wave is organizational trust.

Covey stated that high trust within an organization depends on the presence of 13 different behaviors among the people in the organization. Organizational trust, in this model, is based primarily on alignment within organizations with higher degrees of vision, values, and process alignment correlating to higher degrees of trust within the organization. This correlation is supported in the academic literature as a component of organizational trust (Joseph, 2005; Kouzes & Posner, 2011).

Alignment is a component of organizational trust (Joseph & Winston, 2005; Kouzes & Posner, 2011). Further understanding of the effects of alignment on organizational trust may be understood thru application of the Congruence Model. Nadler and Tushman (1988) defined congruence as "the degree to which the needs, demands, goals, objectives, and/or structures of one component are consistent with the needs, demands, goals, objectives, and/or structures of another component(p. 29)." They stated that an organization will be more effective when there is a high degree of congruence between the organzational components, strategy, and tasks. The degree to which the strategy, work, people, formal organization, and culture are tightly aligned will determine the organization's ability to compete and succeed (The Congruence Model: A Roadmap for Understanding Organizational Performance, 2004). This supports the alignment theories of organizational trust.

Both the academic and popular literature discusses a number of advantages associated with a high trust relationship, as well as disadvantages associated with a low-trust relationship. A high trust relationship will lead to higher performance by enhancing employee initiative, commitment and self-control (Reina & Reina, 2006; Armour, 2007; Mishra & Mishra, 2008), as well as more open communication, information sharing, conflict management (Seppanen, Blomqvist & Sundqvist, 2005) and collaborative innovation (Miles, Snow & Miles, 2000). Covey stated that trust is proportional to speed, and inversely proportional to cost; i.e. as trust increases, the speed of business increases and the cost decreases (Covey, 2006; Covey & Link, 2012). Cummings and Bromiley (1996) also stated that high trust reduces transaction cost within and between organizations.

Senior leaders across the TACOM LCMC (M. Viggato, personal communication, June 27, 2012; S. Davis, personal communication, June 29, 2012), and qualitative research (Gonda,

2012) indicated that belief, value, and behavior misalignment exists between the different LCMC organizations. This misalignment has led to a lack of trust and higher transactions costs between organizations with respect to joint strategy development, planning, and execution of programs across organizations.

The Tank-Automotive and Armaments Command Life Cycle Management Command (TACOM LCMC)

The U.S. Army TACOM LCMC, headquartered in Warren, Michigan, in partnership with the Army's Program Executive Offices, is one of the Army's largest weapon systems research, development, and sustainment organizations (Tank-Automotive and Armaments Command Life Cycle Management Command [TACOM], 2009). The TACOM LCMC was formed in 2004 to better integrate the LCMC's acquisition, logistics, and technology responsibilities and processes to enable closer relationships among the partner organizations that develop, acquire, field, and sustain ground and soldier systems.

The LCMC leadership's goal has been to unite all of the organizations responsible for soldier and ground systems throughout the entire acquisition life cycle. The LCMC's objectives are to "get products to the warfighter faster, make our good products even better, minimize life cycle costs, and to enhance the effectiveness and integration of our communities" (TACOM, 2009).

The LCMC is comprised of 11 separate organizations that report to two separate Army four-star level commands. Primary management of the LCMC is conducted through a board of directors (BoD), chaired by the TACOM Commanding General, with membership from all 11 organizations. The TACOM LCMC BoD develops, executes and promotes a "coalition of the willing" (M. Viggato, personal communication, June 27, 2012) across the acquisition, logistics

and technology communities within the TACOM LCMC to create enhanced collaboration and communication at all levels (TACOM, 2009).

Further alignment within the LCMC was generated through the formation of a Joint Center for Ground Vehicles (JCGV) in 2010. Formation of the JCGV within the LCMC has provided the beginnings of a true day-to-day operating structure that extends one level below the BoD (Gonda, 2012). However, Gonda's (2012) seven year enterprise transformation study of the LCMC concluded that, while significant organizational attempts have been made to develop the operating processes needed to manage the LCMC, little measureable improvement has been made in collaborative planning, trust between organizations, transparency of operating processes, or observable relevancy across the LCMC. This research will focus on the factors that can lead to increased trust between the LCMC organizations.

Purpose of this Study

The purpose of this study is to determine if the presence and alignment of behaviors that build trust lead to higher levels of trust within and among organizations at the TACOM LCMC.

Conceptual Model

A conceptual model of alignment of behaviors and their effects on organizational trust may be developed by examining the behaviors that create organizational trust. The Covey trust behavior dendritic is a convenient breakdown of 13 behaviors that, if exhibited at a high level, engender trust between parties. The model is depicted in Figure 1. These behaviors are defined as (a) talk straight; (b) demonstrate respect; (c) create transparency; (d) right wrongs; (e) show loyalty; (f) deliver results; (g) get better; (h) confront reality; (i) clarify expectations; (j) practice accountability; (k) listen first; (l) keep commitments; and (m) extend trust. A combination of trust theory and congruence theory indicates that high alignment of trust behaviors between

parties may lead to higher levels of actual trust between the parties. The research will determine if trust-building behaviors exist in TACOM organizations, and if a high degree of alignment of those behaviors correlates to higher trust within and between organizations.

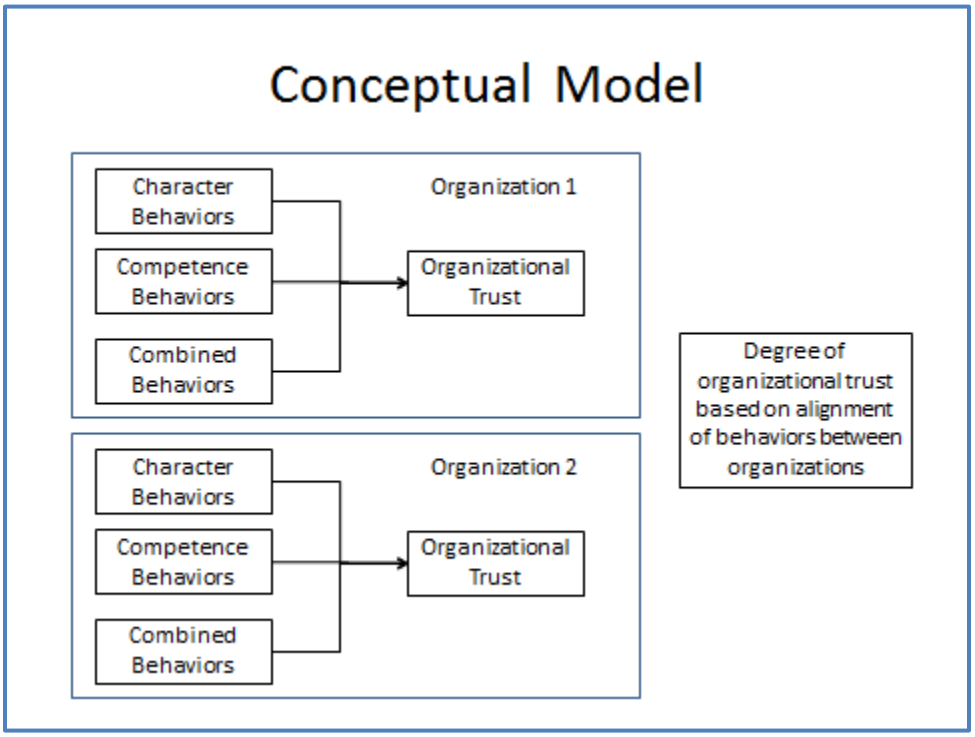

Figure 1 **- Conceptual Model of Organizational Trust**

Research Questions

This research paper addresses four fundamental questions related to trust and trust behaviors at the TACOM LCMC:

- What are the most important behaviors for building trust?
- To what extent are these behaviors exhibited within TACOM organizations?
- Does alignment of these behaviors within organizations lead to higher trust within the organizations?
- Does alignment of these behaviors between organizations lead to higher trust between organizations?

Research Hypothesis

The six hypotheses tested as part of this research are:

- (H_{01}): Behaviors that build trust are not present within TACOM organizations.
- (H_{02}): Trust Behaviors do not affect trust within an organization
- (H_{03}): Character behaviors do not affect organizational trust
- (H_{04}): Competence behaviors do not affect organizational trust.
- (H_{05}): Alignment of trust behaviors within an organization does not lead to higher trust within the organization.
- (H_{06}): Alignment of trust behaviors between organizations does not lead to higher trust between organizations.

Objectives and Outcomes

The primary objective of this research is to identify the levels of trust behaviors and the degree of alignment of these trust behaviors among LCMC organizations to determine if the alignment of these trust behaviors leads to greater levels of trust among organizations at TACOM. The primary outcome is to identify initiatives TACOM leadership can take to increase the level of trust among organizations, with resulting increases in employee initiative, open communication, information sharing and collaborative innovation, as well as reductions in transactions costs.

Significance of This Research

In general, limited research has been performed to quantitatively show that alignment or congruence of behaviors between organizations, in the aggregate, actually leads to high trust between the parties. This research would help to provide quantitative evidence that alignment of behaviors either does or does not lead to higher degrees of trust between organizations.

Results of this research can be used to improve trust between organizations at the TACOM LCMC. Specifically, the quantitative and qualitative research will help identify the degree of alignment among critical trust behaviors between LCMC organizations, and propose actions to improve alignment of trust behaviors. This information will be useful in future LCMC initiatives to build a shared vision and a working collaborative framework for the LCMC.

Overview of the Research Methodology

The study uses a quantitative research methodology. Quantitative data will be collected via administration of a survey instrument to the TACOM LCMC workforce to determine if leaders exhibit critical trust-building behaviors, the degree of alignment among these behaviors, and if the alignment of these behaviors within and between organizations affects the level of trust in the organization. Analysis of Variance, paired-T tests, and regression analysis will be used to determine differences among the surveyed groups at TACOM LCMC.

The organizations that will be surveyed are the TACOM LCMC Command Group and Staff elements, Army Contracting Command - Warren (ACC-W), Program Executive Office (PEO) Ground Combat Systems (GCS), PEO Combat Support and Combat Support Systems (CS&CSS), Tank Automotive Research, Development, and Engineering Center (TARDEC), and the Integrated Logistics Support Center (ILSC).

Limitations of the Study

This study was conducted at the Detroit Arsenal portion of the TACOM LCMC. The results may not be applicable outside of the Detroit Arsenal. This study used the list of trust behaviors developed by Covey and does not account for other variables that could affect trust. The survey instrument used to collect data is a self-assessment tool. Therefore, some bias can be

expected about the prioritization and perceived extent of trust behaviors reported by those surveyed.

Chapter 2 – Literature Review

Introduction

This chapter will review the relevant literature related to how organizations build and maintain trust within and between organizations. It will highlight the various definitions of trust and organizational trust, relevant theories of how different behaviors help build trust, and how trust is built at the organizational level. The literature review was accomplished through review of both academic and popular literature books, journal articles, and other studies, as well as previous theses written by Senior Service College Fellowship graduates.

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- (H_{05}): Alignment of trust behaviors within an organization does not lead to higher trust within the organization.
- (H_{06}): Alignment of trust behaviors between organizations does not lead to higher trust between organizations.

Definitions of Trust

Trust is a concept that researchers have developed over a broad series of studies within the last thirty years (Fulmer & Gelfand, 2012). The Merriam-Webster online dictionary defines trust as "assured reliance on the character, ability, strength, or truth of someone or something" ("Trust", 2013). However, researchers and authors have not been able to agree on a common definition of trust. The multiple uses and definitions of the word trust have complicated scholarly discussion and made it difficult to clearly and rigorously define a scholarly construct for analysis (Bromiley and Harris, 2008,). As a result, different researchers have either used different definitions or different subdivisions, based on the component that they were studying at the time.

Dietz and Hartog (2006) performed an analysis on the most common definitions in the literature (Table 1). They separated the definitions of trust into two components: trust as a belief, and trust as a decision or action to be taken. Discussion of specific definitions from each category that impact this paper is given below.

Table 1 - *Common definitions of trust (Dietz and Hartog (2006))*

Definition	Author
The conscious regulation of one's dependence on another	Zand (1972)
The extent to which one is willing to ascribe good intentions to and have confidence in the words and actions of other people	Cook and Wall (1980)
A state involving confident positive expectations about another's motives with respect to oneself in situations entailing risk	Boon and Holmes (1991)
The extent to which a person is confident in, and willing to act on the basis of, the words, actions and decisions, of another	McAllister (1995)
The willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party	Mayer et al. (1995)
The specific expectation that an other's actions will be beneficial rather than detrimental and the generalised ability to take for granted . . . a vast array of features of the social order	Creed and Miles (1996)
Confident positive expectations regarding another's conduct in a context of risk	Lewicki et al. (1998)
. . . reflects an expectation or belief that the other party will act benevolently	Whitener et al. (1998)
A psychological state comprising the intention to accept vulnerability [to another] based upon positive expectations of the intentions or behaviour of another	Rousseau et al. (1998)
an individual's belief or a common belief among a group of individuals that another individual or group a) makes good-faith efforts to behave in accordance with any commitments both explicit or implicit, b) is honest in whatever negotiations preceded such commitments, and c) does not take excessive advantage of another even when the opportunity is available	Cummings and Bromiley, 1996).

The first group of trust definitions focuses on trust as a belief. This is a subjective evaluation of a person or group to be trusted (the trustee) and their relationship with the person or group doing the trusting (the trustor). An example of a definition in this category is from Cook and Wall (1980), who focused on trust as a unilateral willingness to ascribe good intentions to the trustee.

A second example is from Cummings and Bromiley (1996), who explicitly defined trust as a trustor's belief that a trustee would honor commitments, be honest, and not take advantage of the trustor. Researchers have used the Cummings and Bromiley definition to help measure trust at both the interpersonal and interorganizational level (Dietz & Den Hartog, 2006,)

The second group of trust definitions focuses on a conscious decision by the trustor to "trust" the trustee. The most widely used definition in this category comes from Mayer et al

(1995). Mayer stated that the trustor's express decision to believe that the trustee would perform a particular action was a critical step in trust. The ability to trust then became dependent on the trustor's willingness to be vulnerable to the trustee during the action.

Mishra (1996) refined Mayer's definition by stating that the trustee had to be competent, open, concerned, and reliable. Mishra further argued that trust was a construct comprised of those four items, and that those items combined in a multiplicative fashion. "A low level of trust in terms of any of the dimensions offsets high levels of trust in terms of the other dimensions" (1996, p. 269). Shockley-Zalabak et. al. (2010) further refined the Mishra model by adding identification (defined as the connection between the organization and the individual, most often based on core values (2010, p) as a fifth dimension in the model.

Covey (2006) uses an operational definition of trust by describing the characteristics of a low trust and high trust organization (Covey 2006, as cited in Jagd, 2009), summarized in Table 2 below. He does not use a specific definition of trust. Instead, Covey defined a series of levels, or "waves" of trust that describe his model for understanding how trust is defined, gained, lost, and regained over time. The first wave is self-trust, defined as four "cores of credibility" (integrity, intent, capabilities, and results). The second wave is relationship trust, defined as 13 character and competency-based behaviors, which are common to people others believe to have high trust. The third wave is organizational trust.

Covey stated that high trust within an organization depends on the presence of 13 different behaviors among the people in the organization.

Table 2 - *Low-trust and High-trust Organizations (Covey, 2006)*

Low-trust organizations	High-trust organizations
• People manipulate or distort facts • People withhold and hoard information • Getting the credit is very important • People spin the truth to their advantage • New ideas are openly resisted and stifled • Mistakes are covered up or covered over • Most people are involved in a blame game, bad-mouthing others • There is an abundance of watercooler talk • There are numerous "meetings after the meetings" • There are many "undiscussables" • People tend to overpromise and underdeliver • There are a lot of violated expectations, for which people try to make excuses • People pretend bad things aren't happening or are in denial • The energy level is low • People often feel unproductive tension – sometimes even fear	• Information is shared openly • Mistakes are tolerated and encouraged as a way of learning • The culture is innovative and creative • People are loyal to those who are absent • People talk straight and confront real issues • There is real communication and real collaboration • People share credit abundantly • There are few "meetings after the meetings" • Transparency is a practiced value • People are candid and authentic • There is a high degree of accountability • There is palpable vitality and energy—people can feel the positive momentum

Source: Covey (2006, p. 237)

Behaviors that Build Trust

Several different behaviors have been shown to help build trust or to be a component of trust. An example of the vast numbers of behaviors or dimensions of trust is provided by Seppanen, Blomqvist & Sundqvist's (2007) review of fifteen academic papers. Their review discovered twenty-one different behaviors or dimensions that were potential components of trust and is shown in Figure 2. As a result, it is difficult to find one model that captures the full range of behaviors that help to build trust in an organization, or to understand the relationships between those behaviors.

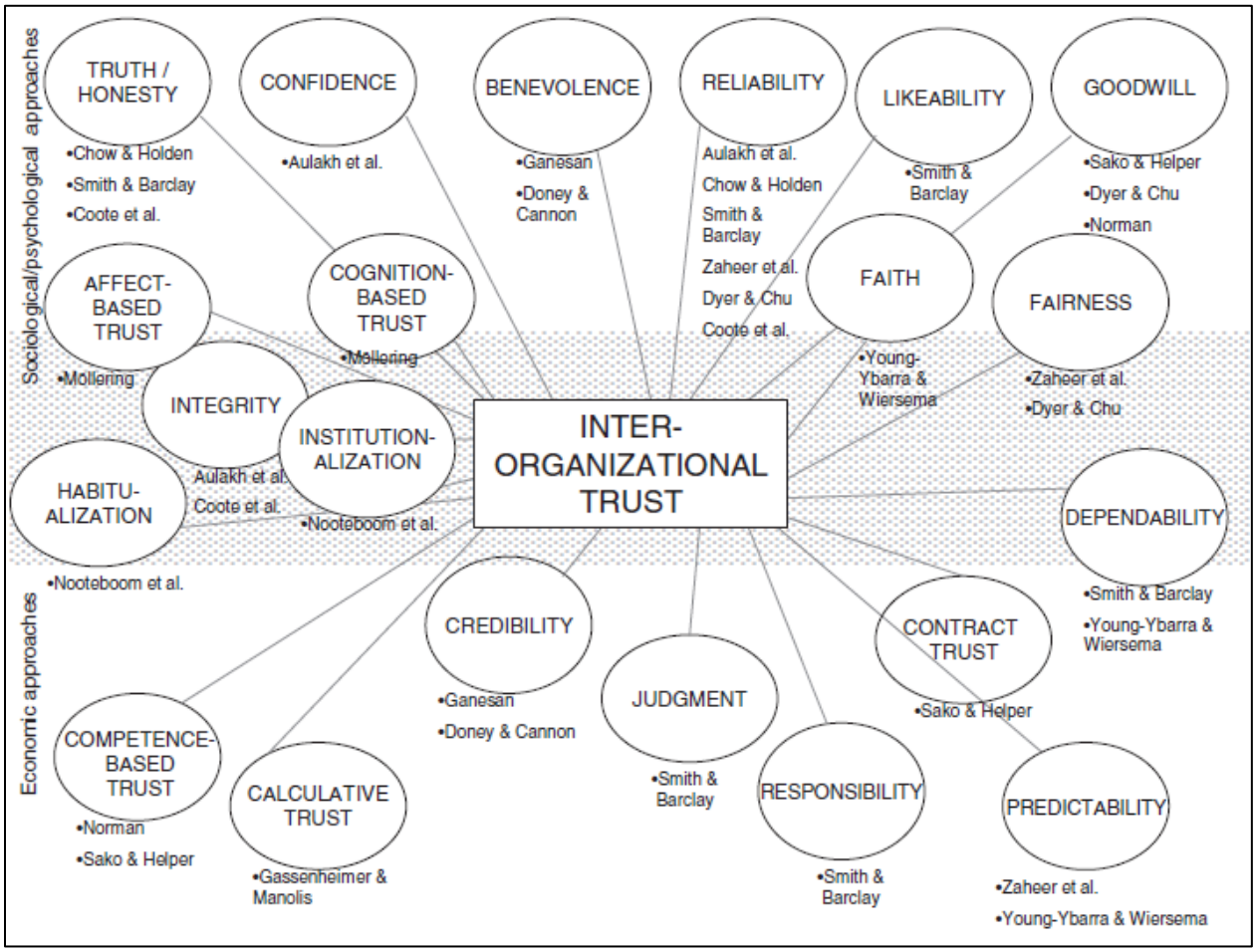

Figure 2 **- Dimensions of trust based on major theoretical approaches (Seppanen, Blomqvist & Sundqvist (2007))**

Several authors over the last forty years have identified different concepts or ideas as criteria for judging the degree of trust that one person or group feels for another person or group (Parra, de Nalda & Perles, 2011,. Mayer (Mayer, Davis & Schoorman, 1995) developed one of the first models of trust in terms of multiple, dynamic behaviors that could be measured and quantitatively analyzed. In Mayer's model (Figure 3), the attributes of ability, benevolence, and integrity within a trustee are necessary for a trustor to "trust." This model is widely referenced and useful for constructing quantitative analysis methods to identify behavior components of trust.

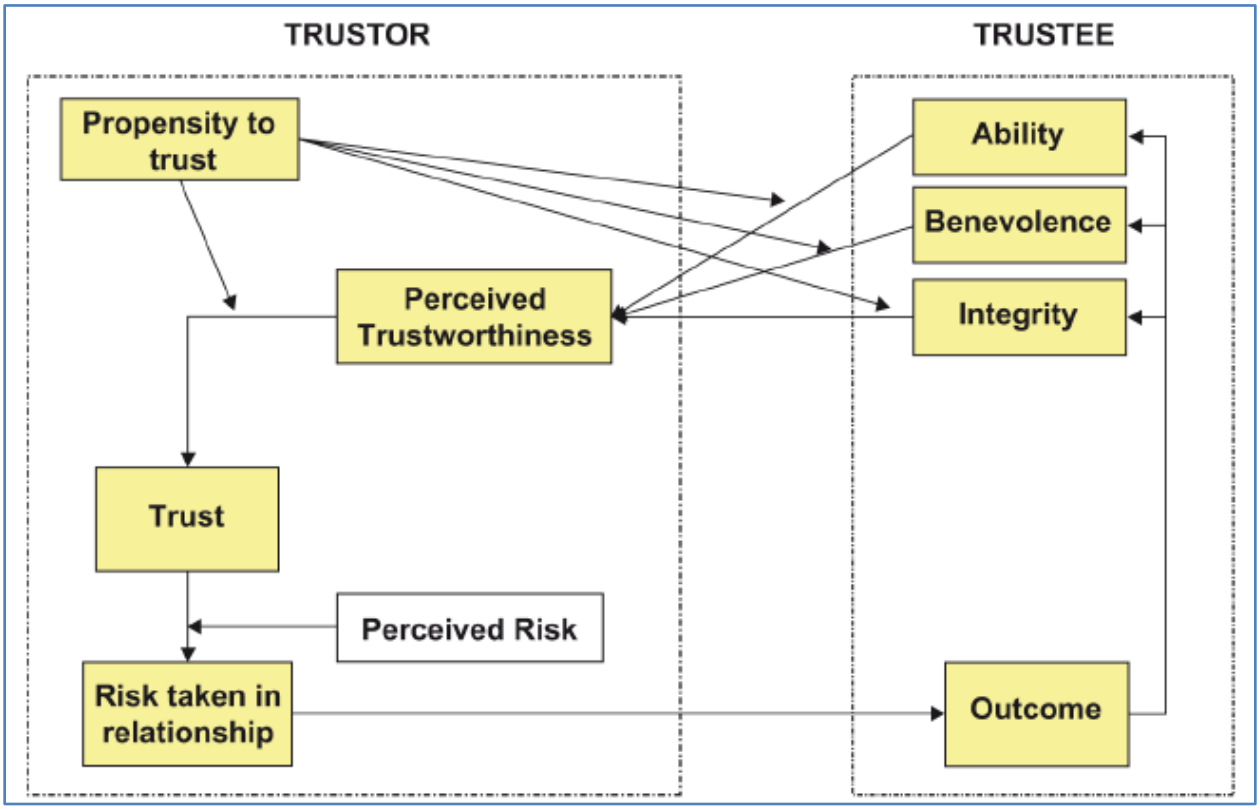

Figure 3 **- Mayer model of organizational trust (1995)**

Trust as a Multi-Dimensional Concept

Trust has traditionally been defined and studied at the interpersonal or small group level. Researchers looking at trust between higher organizational levels have looked at trust as a multi-dimensional concept, where trust at the interpersonal level helps to build trust within an organization, and between different organizations.

Currall and Inkpen (2006) specifically studied the ability to understand trust at one level by examining trust at a different level. Their thesis is that the establishment of trust at the interpersonal level provides the organization the context needed to develop trust between groups within the organization or between organizations. Conversely, the opposite flow may also occur; trust at the organizational level may help to build trust at the group or interpersonal levels. This bi-directional flow of trust between levels is shown in Figure 4. The ability to build

organizational trust by strengthening trust between individuals is an extremely powerful practical concept for leaders and managers to use in building trust within their organizations.

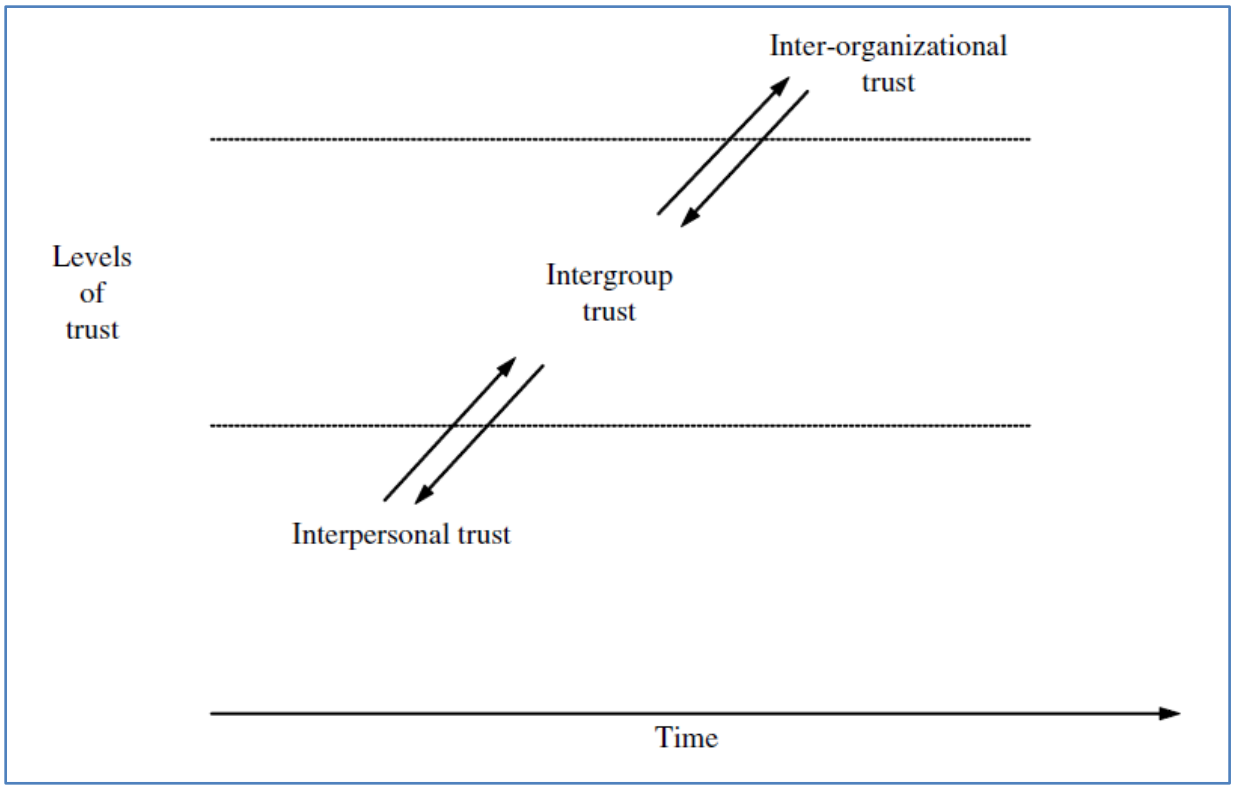

Figure 4 **- Currall and Inkpen model of trust flow across levels (2006)**

The Speed of Trust

The most popular text on trust is Stephen M. R. Covey's The Speed of Trust (2006). Covey linked levels of trust together to associate individual behaviors with trust at higher organizational and societal levels. In this model, trust at the personal level is built upon four core elements that make leaders credible: integrity, intent, capabilities, and results (Jagd, 2009). Once the leader has established his credibility through demonstration of these core elements, he then needs to exhibit 13 different behaviors to build relationship or interpersonal trust (Appendix C).

Organizational Alignment

The Congruence Model, developed by Nadler and Tushman (1988), states that a relative degree of congruence and consistency exists between organization components. Congruence measures how well pairs of components fit together, and is defined as the degree of consistency between needs, demands, goals, objectives, and structures of two different organizational components. The primary congruence theory hypothesis states that "other things being equal, the greater the total degree of congruence or fit between the various components, the more effective will be the organization" (Nadler and Tushman (1988), p. 29). The degree of congruence will determine the organization's ability to compete and succeed (*The Congruence Model*, 2012).

Covey (2006) builds upon the Congruence Model in his description of alignment as the key principle underpinning organizational trust. The degree of trust that people have in their organizations is tightly coupled to how an organization's structure, processes, policies and frameworks align with core values and behaviors. High alignment will normally lead to higher trust in the organization; conversely, low alignment will lead to higher degrees of distrust in the organization.

Manifestations of high or low alignment are interpreted as symbols that have powerful, disproportionate impacts on trust (Covey, 2006). These impacts can be either positive or negative. For example, an organization that requires executive-level approval for travel does not demonstrate the behavior of extending trust to an individual. Conversely, a hiring policy that emphasizes open competition for promotions can be seen as a positive symbol of transparency. These symbols are not always evident to management and create a "tax" on the organization.

Critical Factors

Based on the literature review, Covey's 13 behaviors for building relationship trust were selected as the antecedent trust behaviors for this research. This list is the most comprehensive set of behaviors found during the literature review. These behaviors form the set of independent variables within the conceptual model. A description of the attributes of each behavior is listed in Appendix C.

Cummings and Bromiley's definition of trust (1996) was selected as the primary definition of trust as an dependent variable. This definition consistently uses the trustor (the person doing the trusting) as the referent (Dietz & Den Hartog, 2006, p.570). Trust is defined as

> an individual's belief or a common belief among a group of individuals that another individual or group a) makes good-faith efforts to behave in accordance with any commitments both explicit or implicit, b) is honest in whatever negotiations preceded such commitments, and c) does not take excessive advantage of another even when the opportunity is available (Cummings and Bromiley, 1996, p. 310).

Summary

This chapter reviewed the relevant literature related to how organizations build and maintain trust within and between organizations. It highlighted the various definitions of trust, relevant theories of how different behaviors help build trust, and how trust is built at the organizational level. The literature review was accomplished through review of both academic and popular literature books, journal articles, and other studies, as well as previous theses written by Senior Service College Fellowship graduates. Evidence was provided that supported the conceptual model shown in Chapter 1. The research methodology will be presented in Chapter 3.

Chapter 3 – Research Methodology

Introduction

This chapter details the conceptual research design, and the qualitative and quantitative methodologies and analysis required to address the research questions and to test the hypotheses. The chapter includes an overview of the purpose of the research, research questions and hypotheses. It will describe the research methodology, survey instrument, independent review process, and population and sample sizes. It will also describe the survey pilot study, data collection procedures, and the quantitative and qualitative analytical techniques required to establish data reliability and validity, and test the hypotheses.

Research Questions and Hypotheses

Purpose of this Study

The purpose of this study is to determine if the presence and alignment of behaviors that build trust lead to higher levels of trust within and among organizations at the TACOM LCMC.

Conceptual Model

A conceptual model of alignment of behaviors and their effects on organizational trust may be developed by examining the behaviors that create organizational trust. The Covey trust behavior dendritic is a convenient breakdown of 13 behaviors that, if exhibited at a high level, engender trust between parties. The model, with hypotheses, is depicted in Figure 5. These behaviors are defined as (a) talk straight; (b) demonstrate respect; (c) create transparency; (d) right wrongs; (e) show loyalty; (f) deliver results; (g) get better; (h) confront reality; (i) clarify expectations; (j) practice accountability; (k) listen first; (l) keep commitments; and (m) extend trust. A combination of trust theory and congruence theory indicates that high alignment of trust behaviors between parties may lead to higher levels of actual trust between the parties. The

research will determine if trust-building behaviors exist in TACOM organizations, and if a high degree of alignment of those behaviors correlates to higher trust within and between organizations.

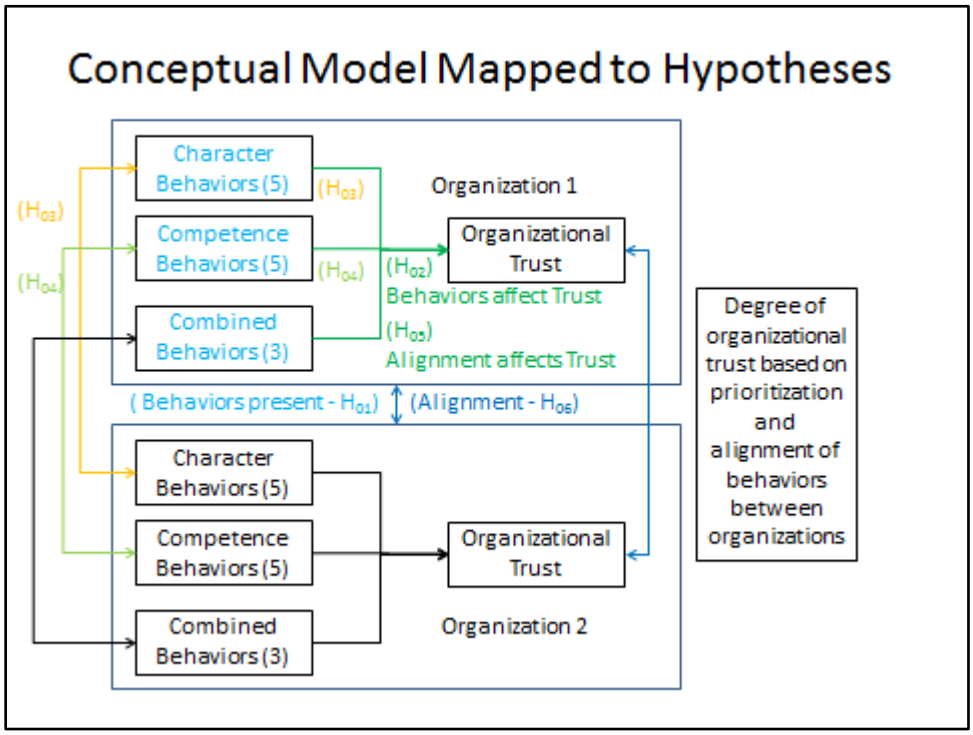

Figure 5 **- Conceptual Model of Organizational Trust; Mapped to Hypotheses**

Research Questions

This research paper addresses four fundamental questions related to trust and trust behaviors at the TACOM LCMC:

- What are the most important behaviors for building trust?
- To what extent are these behaviors exhibited within TACOM organizations?
- Does alignment of these behaviors within organizations lead to higher trust within the organizations?
- Does alignment of these behaviors between organizations lead to higher trust between organizations?

Research Hypothesis

The six hypotheses tested as part of this research are:

- (H_{01}): Behaviors that build trust are not present within TACOM organizations.
- (H_{02}): Trust Behaviors do not affect trust within an organization
- (H_{03}): Character behaviors do not affect organizational trust
- (H_{04}): Competence behaviors do not affect organizational trust.
- (H_{05}): Alignment of trust behaviors within an organization does not lead to higher trust within the organization.
- (H_{06}): Alignment of trust behaviors between organizations does not lead to higher trust between organizations.

Research Design

This study uses a quantitative research methodology. Quantitative data collection and analysis is the primary methodology used for addressing the research questions and testing the hypotheses. Quantitative data collection provides responses from a larger portion of the population, and allows statistical comparisons to be made on the data. Qualitative data in the form of four open-ended questions were collected to determine if the interviewees believe there are additional behaviors or factors that build trust. This information can be used in future research.

Institutional Review Board

Prior to data collection, the survey instrument was submitted to the Institutional Review Board (IRB) at Lawrence Technological University (LTU). Federal regulations require approval by the IRB of the university sponsoring the research in order to ensure that the rights and welfare of survey responders are protected and that their participation is both voluntary and confidential.

Completion of the IRB Application for Approval to Conduct Research with Human Participants, the LTU Consent Form, and the LTU Confidentiality Agreement are required for research approval. The IRB approved the application for this research on November 27, 2012 for a period of one year. The IRB approval letter is shown in Appendix A.

Survey Instrument

Both quantitative and qualitative data were collected via administration of a survey instrument to the TACOM LCMC workforce. Survey administration was conducted via Surveymonkey. The survey consisted of 17 quantitative questions and four qualitative questions. The survey questions are listed in Appendix B. The questions were developed by the researcher based upon definitions of trust behaviors given by Covey (2006) and broken into five parts:

- *Informed Consent Form*. The Informed Consent Form on the first page of the survey informed the participants that their participation was completely voluntary, their responses would be anonymous, they did not have to answer any questions they didn't want to answer, and that they could stop at any time during the survey.
- *Demographics*. Participants were asked six demographics questions, including generation of birth, organization, pay level, years worked at TACOM, years worked in their organization, and education level.
- *Likert Scale questions*. Participants were asked eight questions about trust and trust behaviors. All questions were measured on a five point Likert scale (1 being the lowest value; 5 being the highest value) with numbers in ascending order to allow statistical comparison between questions. Questions about trust behaviors had the order of the behaviors randomized in order to eliminate bias.

- *Forced ranking questions*. Participants were asked three questions about the importance of trust behaviors; for themselves, their organizations, and for other organizations. In each case, they were asked to prioritize each of the 13 trust behaviors in ranked order. The order of trust behaviors was randomized in order to eliminate bias.
- *Open ended, free response questions.* Participants were asked four free response questions at the end of the survey. The questions addressed behaviors or factors other than behaviors besides those covered by Covey that impacted their level of trust, as well as what behaviors needed to change in order to increase levels of trust in their organization.

The breakdown of quantitative questions is given in Table 3.

Table 3 - *Breakdown of Quantitative Questions*

	Self	Organization	Other Organizations
Importance of Behavior	Q8 (Forced Ranking), Q9	Q10 (Forced Ranking), Q11	Q13 (Forced Ranking), Q14
Behavior Exhibited		Q12	Q15
Exhibit Trust		Q16	Q17 (General), Q18 (Specific Organizations)

Survey Participants

Seven TACOM LCMC organizations based at Detroit Arsenal, MI were surveyed, including the TACOM LCMC Command Group and Staff elements, Army Contracting Command - Warren (ACC-W), Program Executive Office (PEO) Ground Combat Systems (GCS), PEO Combat Support and Combat Support Systems (CS&CSS), Tank Automotive Research, Development, and Engineering Center (TARDEC), and the Integrated Logistics Support Center (ILSC). For PEO GCS and PEO CS&CSS, participants were further asked if they

were PEO core employees or matrix employees. The size and demographics of these organizations were provided by the TACOM LCMC G1 office and are listed in Table 4.

Table 4 - *Demographics of Organizations Surveyed*

	ACC-Warren	ILSC	PEO GCS	PEO CS&CSS	TARDEC	TACOM Staff
Total Employees	640	2515	207	440	1387	552
Female	330	867	104	176	327	270
Male	310	1648	103	264	1060	282
Supervisor	113	215	63	74	109	72
Non-Supervisory	527	2300	144	366	1278	480
Born Before 1946	9	17	3	2	30	6
1946-1964	256	1071	112	252	515	286
1965-1980	228	932	73	152	583	171
1981 and after	147	495	19	34	259	89

The survey instrument was distributed through an email from the TACOM Deputy to the Commanding General, which provided the link to the survey instrument in Surveymonkey. All 5,741 organization members were included in the email distribution and had the opportunity to respond to the survey. The survey was open for responses for four weeks, including two weeks over the 2012 holiday break.

A total of 489 people responded to the survey, which resulted in 389 valid responses. All responses were anonymous. In order to obtain a 95% confidence with a 5% margin of error, a total of 190 responses were needed. There were 389 valid responses received; however, missing values reduced this number to 235 for some questions. The number of responses needed was determined using the sample size formula shown in Figure 6 (StatTrek.com, 2012). Values used in the equation are shown in Figure 7.

$$n = [(Z^2 * p * q) + ME^2]/[ME^2 + Z^2 * p * q/N]$$

***Figure 6* - Sample size equation**

Variable	Value
n	Sample Size Needed
Z	1.96 (for 95% Confidence)
p	0.85
q	1-p
ME	0.05 (Margin of Error)
N	5741 (total population)

Figure 7 **- Values used in sample size equation**

Pilot Test Procedure

A pilot study was used to test and refine the survey instrument. The survey was sent to One LTU professor and two DAU professors for feedback. The feedback was used to review the survey by reducing the number of questions, changing the order of the questions, and adding additional questions about overall extent of trust in an organization. Next, an online pilot survey was conducted using the 2012-2013 Senior Service College Fellows cohort in Sterling Heights, MI. Eight individuals were surveyed and eight responded. The feedback resulted in minor clarifications. The survey was finalized and sent out on December 12, 2012.

Quantitative Data Analysis Methodology

The data analysis for the quantitative survey data collected consisted of reliability and validity analysis, descriptive statistical analysis, and inferential statistical analysis using Minitab version 16. Descriptive statistics include totals, means, and standard deviations. The null hypotheses were tested at the 95% confidence level. Paired-T tests and regression analysis were used to determine differences among the surveyed groups at TACOM LCMC. The specific analyses are listed in Table 5.

Face validity will be used to confirm the validity of the statistical construct and data. Additional steps taken to ensure data validity include question randomization within

Surveymonkey, and a full survey of the entire organizational workforce. Reliability will be confirmed through calculation of Cronbach's α for all Likert scale questions. A Cronbach's α value above .7 is considered sufficient to ensure reliability.

Table 5 - ***Analysis used to prove hypotheses***

Hypothesis	**Analysis**	**Questions Compared**
(H_{01}): Behaviors that build trust are not present within TACOM organizations.	1-sample t test	Q12 (test for n not = 1)
(H_{02}): Trust Behaviors do not affect trust within an organization	Regression Analysis	Q16 regressed on Q12
(H_{03}): Character behaviors do not affect organizational trust	Regression Analysis	Q16 regressed on Q12 (Character)
(H_{04}): Competence behaviors do not affect organizational trust.	Regression Analysis	Q16 regressed on Q12 (Competence)
(H_{05}): Alignment of trust behaviors within an organization does not lead to higher trust within the organization.	Regression Analysis	Q16 regressed on comparison of Q8 and Q10
(H_{06}): Alignment of trust behaviors between organizations does not lead to higher trust between organizations.	Regression Analysis	Q17 regressed on comparison of Q8 and Q13

Summary

This chapter detailed the conceptual research design, and the quantitative methodologies and analysis required to address the research questions and to test the hypotheses. The chapter included an overview of the purpose of the research, research questions and hypotheses. It described the research methodology, survey instrument, independent review process, and population and sample size. It also described the survey pilot study, data collection procedures, and the analytical techniques required to establish data reliability and validity, and test the hypotheses. The results of the study are presented in Chapter 4.

Chapter 4 – Findings

The purpose of this study is to determine if the presence and alignment of behaviors that build trust lead to higher levels of trust within and among organizations at the TACOM LCMC. This chapter presents the data collected from the surveys, how the data were sorted, and the analysis of the data. In addition, the hypotheses are tested and the analysis provided to either accept or reject the hypotheses.

Population & Sample Size

The survey was distributed through email to seven TACOM LCMC organizations based at Detroit Arsenal, MI, including the TACOM LCMC Command Group and Staff elements, Army Contracting Command - Warren (ACC-W), Program Executive Office (PEO) Ground Combat Systems (GCS), PEO Combat Support and Combat Support Systems (CS&CSS), Tank Automotive Research, Development, and Engineering Center (TARDEC), and the Integrated Logistics Support Center (ILSC). A total of 5,741 organization members were included in the email distribution and had the opportunity to respond to the survey. A total of 489 employees responded to the survey, which is 8.5% of the sample size. Of the 489 surveys completed, 92 individuals did not respond to enough of the questions to constitute a valid response. Descriptive statistics will be presented from all surveys submitted. However, statistical analysis to test the hypotheses will be performed using the 397 surveys in which all questions were answered.

Descriptive Statistics

Demographics

Six demographic questions were asked, including generation of birth, organization, pay level, years worked at TACOM, years worked in their organization, and education level.

The first question, asked to determine generation of birth, was: what year were you born? A total of 395 responders answered the question. The distribution of the answers is given below and depicted in Figure 8:

- Individuals born prior to 1946: Eight, equating to 2.03% of the responders
- Individuals born between 1946 and 1964: 194, or 47.11%.
- Individuals born between 1965 and 1980: 143, or 36.20%.
- Individuals born after 1981: 50, or 12.66%.

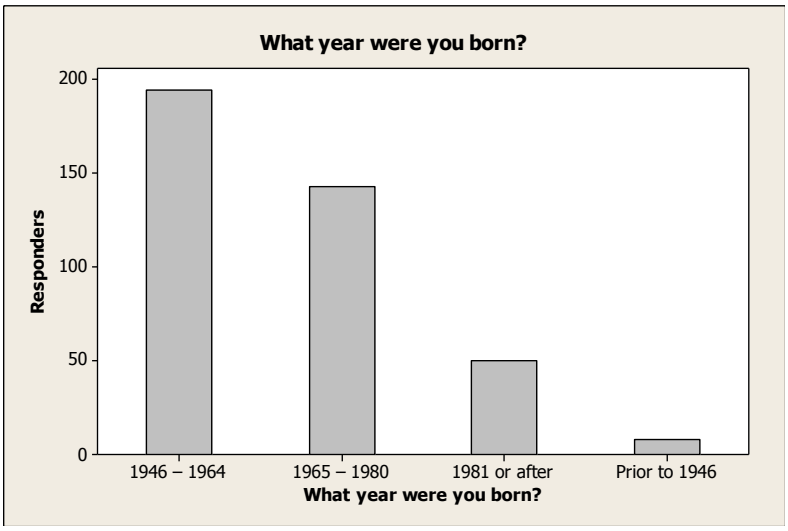

Figure 8 **– Birth Generation of Responders**

The second question, asked to determine organization that the person works for, was: what organization do you work for? A total of 396 responders answered the question. The distribution of the answers is given below and depicted in Figure 9:

- LCMC Command Group: 11, or 2.78% of the responders
- LCMC Staff Element: 12, or 3.03%.
- TARDEC: 65, or 16.41%.
- PEO GCS Core: 68, or 17.17%.
- PEO GCS (Matrix from another organization: 56, or 14.14%

- PEO CS & CSS Core: 24, or 6.06%.
- PEO CS & CSS (Matrix from another organization): 15, or 3.79%
- ILSC: 75, or 18.94%
- Army Contracting Command – Warren: 57, or 14.39%

Figure 9 **– Organization**

The third question, asked to determine the responders pay level, was: What is your current equivalent pay level? A total of 397 responders answered the question. The distribution of the answers is given below and depicted in Figure 10:

- Contractor: 4, or 1.01% of the responders
- GS 1 to GS 4: 2, or 0.5%.
- GS 5 to GS 8: 23, or 5.79%.
- GS 9 to GS 11: 50, or 12.59%.
- GS 12 to GS 13: 203, or 51.13%
- GS 14 to GS 15: 112, or 28.21%.
- Senior Executive Service or General Officer: 3, or 0.76%

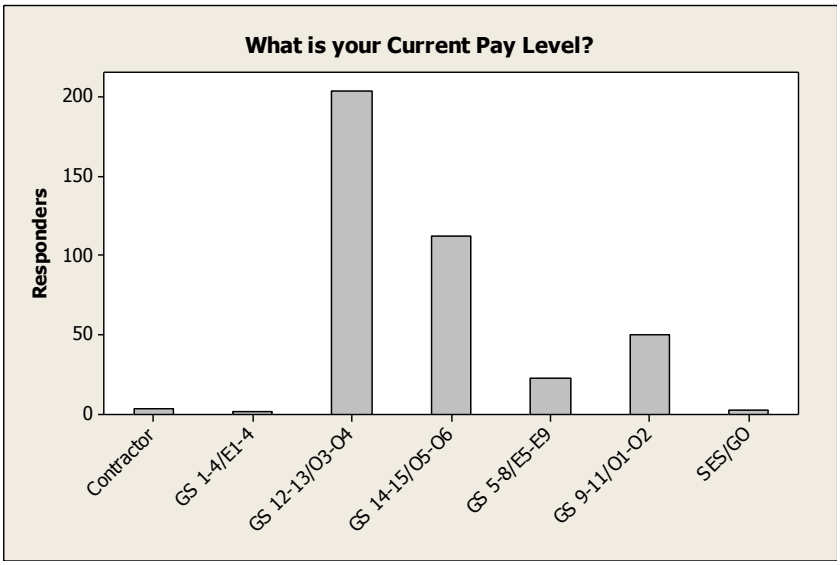

***Figure 10* – Pay Level of Responders**

The fourth question, asked to determine the number of years worked at TACOM, was: How many years have you worked at the TACOM LCMC? A total of 395 responders answered the question. The distribution of the answers is given below and depicted in Figure 11:

- Under 1 year: 11, or 2.78% of the responders
- 1 to 5 years: 139, or 35.19%.
- 6 to 10 years: 92, or 23.29%.
- 11 to 15 years: 47, or 11.90%.
- 16 to 20 years: 10, or 2.53%
- Over 20 years: 96, or 24.30%.

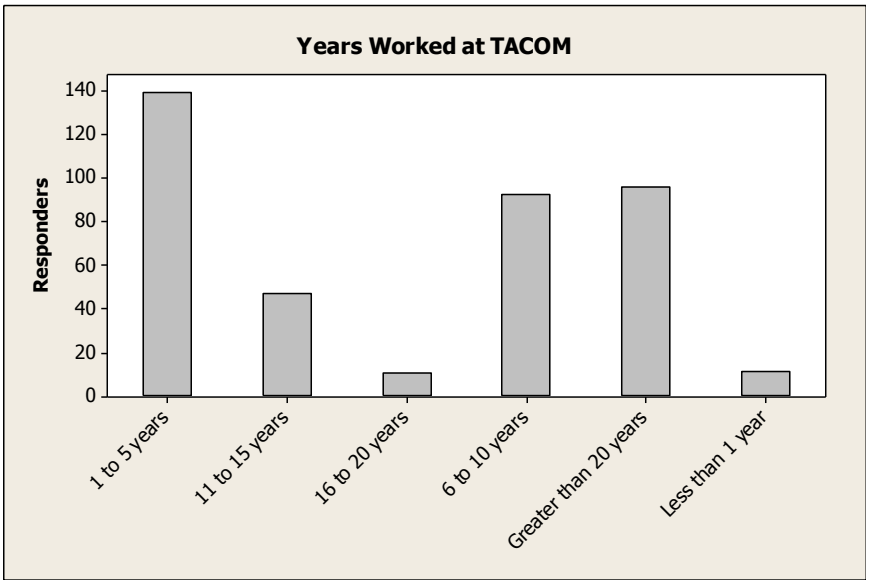

Figure 11 **– Years worked at TACOM**

The fifth question, asked to determine the number of years a person has worked in their current organization, was: How many years have you worked in your current organization? A total of 396 responders answered the question. The distribution of the answers is given below and depicted in Figure 12:

- Under 1 year: 41, or 10.35% of the responders
- 1 year: 29, or 7.32%.
- 2 years: 59, or 14.90%.
- 3 years: 60, or 15.15%.
- 4 years: 43, or 10.86%
- 5 years: 28, or 7.07%.
- 6 years: 25, or 6.31%
- 7 years: 16, or 4.04%
- 8 years: 14, or 3.54%
- 9 years: 9, or 2.27%

- 10 years: 7, or 1.77%
- Over 10 years: 65, or 16.41%

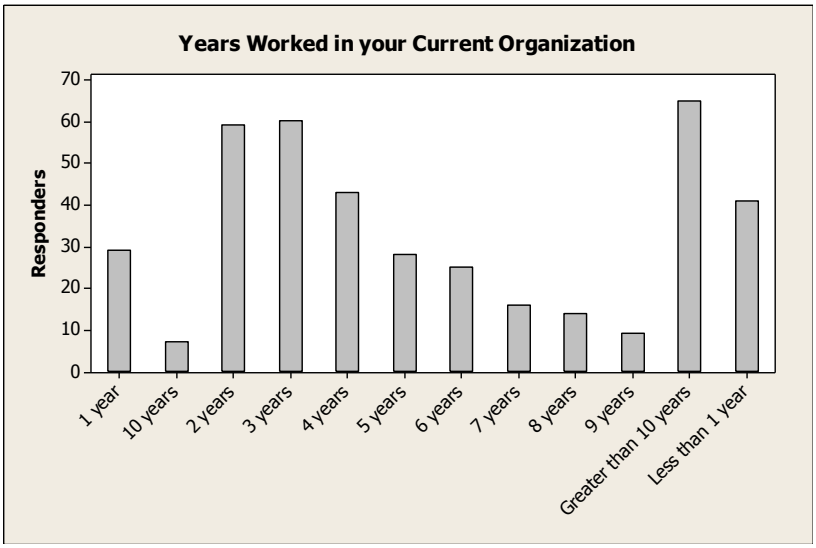

***Figure 12* – Years worked in Your Current Organization**

The sixth question, asked to determine the highest education level of the responder, was: What is the highest level of education you have completed? A total of 396 responders answered the question. The distribution of the answers is given below and depicted in Figure 13:

- High School: 25, or 6.31% of the responders
- Associates Degree: 29, or 7.32%.
- Bachelor's Degree: 152, or 38.38%.
- Master's Degree: 182, or 45.96%.
- Doctorate Degree: 8, or 2.02%

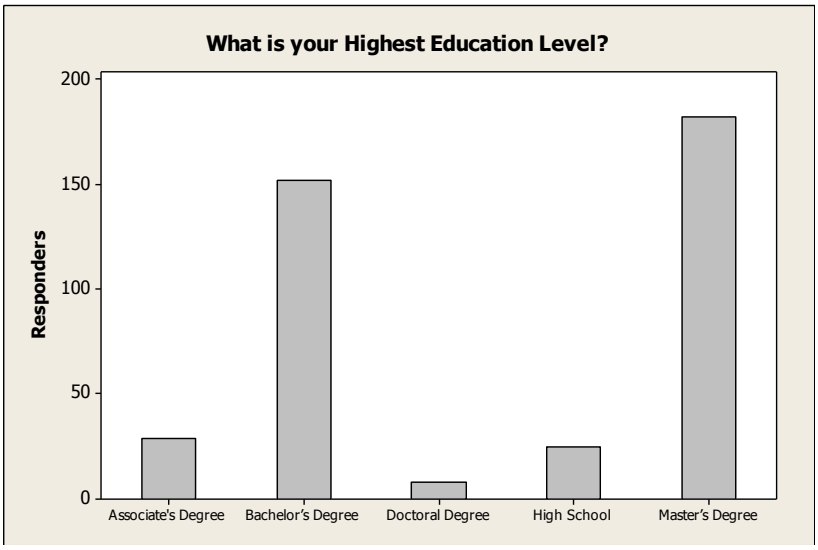

Figure 13 **– Education Level of Responders**

Quantitative Questions on Trust

Following the demographic questions, the responders were asked 11 questions concerning the presence and importance of trust behaviors within themselves, their organizations, and other organizations, as well as the overall level of trust they had in their organization and in other organizations. The breakdown of questions is given in Table 6 below.

Table 6 - ***Breakdown of Quantitative Questions***

	Self	Organization	Other Organizations
Importance of Behavior	Q8 (Forced Ranking), Q9	Q10 (Forced Ranking), Q11	Q13 (Forced Ranking), Q14
Behavior Exhibited		Q12	Q15
Exhibit Trust		Q16	Q17 (General), Q18 (Specific Organizations)

In question 8, the responders were asked to rank the importance of trust behaviors to them on a 1 to 13 scale, with 1 being the most important behavior and 13 being the least important behavior. Descriptive statistics are given in Table 7, and a boxplot is given in Figure 14 below.

Table 7 - *Descriptive Statistics for Question 8*

Variable	N	Mean	StDev
Talk Straight	395	4.357	3.537
Demonstrate Respect	395	5.309	3.564
Create Transparency	395	8.203	3.661
Right Wrongs	395	8.086	3.191
Show Loyalty	395	7.329	3.642
Deliver Results	395	6.762	3.656
Get Better	395	9.476	3.370
Confront Reality	395	8.223	3.439
Clarify Expectations	395	7.623	3.502
Practice Accountability	395	6.491	3.363
Listen First	395	5.899	3.742
Keep Commitments	395	6.000	3.115
Extend Trust	395	7.243	3.653

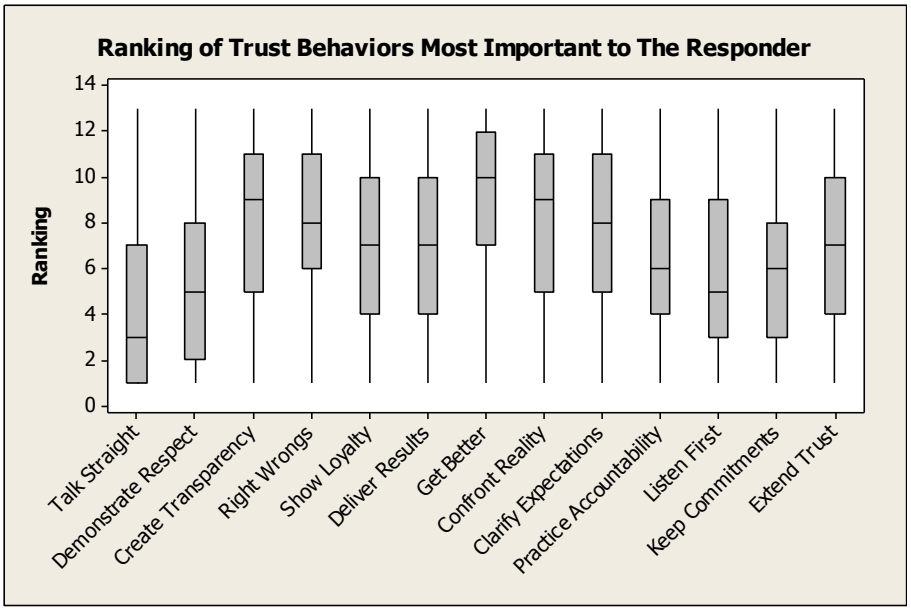

***Figure 14* – Boxplot for Question 8**

In question 9, the responders were asked to indicate the importance that they placed on each trust behavior using a 1 to 5 Likert scale, with 1 being not important and 5 being a very important behavior. Descriptive statistics are given in Table 8, and a boxplot is given in Figure 15 below.

Table 8 - *Descriptive Statistics for Question 9*

Variable	N	Mean	StDev
Talk Straight	393	4.6107	0.6133
Demonstrate Respect	393	4.5191	0.6853
Create Transparency	393	4.0025	0.8993
Right Wrongs	393	4.1985	0.8519
Show Loyalty	391	4.1765	0.8635
Deliver Results	392	4.4464	0.7203
Get Better	392	4.0077	0.9004
Confront Reality	391	4.0946	0.8822
Clarify Expectations	392	4.2372	0.7784
Practice Accountability	392	4.4974	0.6671
Listen First	392	4.2628	0.7995
Keep Commitments	394	4.5076	0.6625
Extend Trust	393	4.2214	0.8597

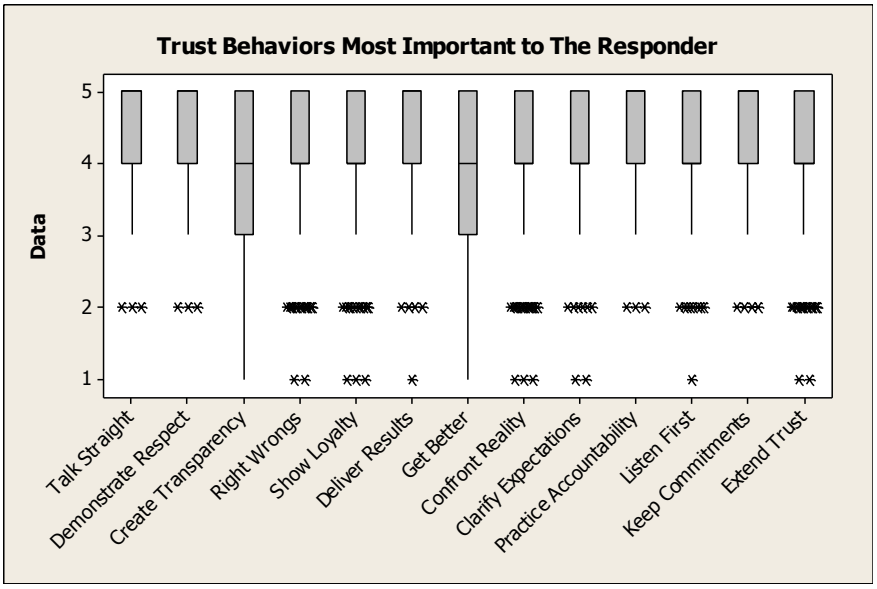

***Figure 15* – Boxplot for Question 9**

In question 10, the responders were asked to rank trust behaviors most important to their organization on a 1 to 13 scale, with 1 being the most important behavior and 13 being the least important behavior. Descriptive statistics are given in Table 9, and a boxplot is given in Figure 16 below.

Table 9 - *Descriptive Statistics for Question 10*

Variable	N	Mean	StDev
Talk Straight	334	7.183	3.562
Demonstrate Respect	334	6.584	3.654
Create Transparency	333	8.219	3.453
Right Wrongs	334	8.440	3.248
Show Loyalty	334	6.913	3.867
Deliver Results	334	3.877	3.612
Get Better	334	6.832	3.771
Confront Reality	334	7.982	3.540
Clarify Expectations	334	6.949	3.266
Practice Accountability	334	6.644	3.612
Listen First	333	7.285	3.677
Keep Commitments	334	5.910	3.549
Extend Trust	334	8.153	3.471

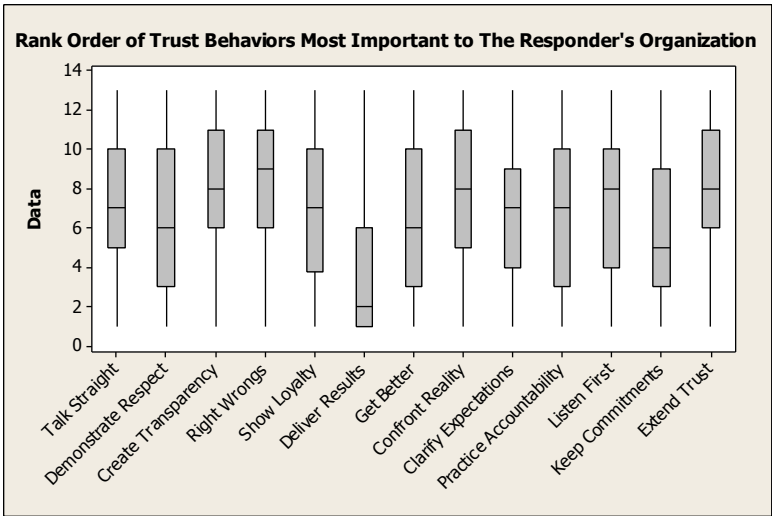

***Figure 16* – Boxplot for Question 10**

In question 11, the responders were asked to indicate the importance that they believed their organization placed on each trust behavior using a 1 to 5 Likert scale, with 1 being not important and 5 being a very important behavior. Descriptive statistics are given in Table 10, and a boxplot is given in Figure 17 below.

Table 10 - *Descriptive Statistics for Question 11*

Variable	N	Mean	StDev
Talk Straight	334	3.4042	1.1553
Demonstrate Respect	332	3.6476	1.1126
Create Transparency	333	3.2402	1.1626
Right Wrongs	334	3.1677	1.1503
Show Loyalty	332	3.6175	1.1270
Deliver Results	333	4.2913	0.9549
Get Better	333	3.7508	1.1063
Confront Reality	333	3.2042	1.1566
Clarify Expectations	334	3.4581	1.0439
Practice Accountability	333	3.5946	1.1800
Listen First	332	3.1867	1.1026
Keep Commitments	333	3.8108	1.0601
Extend Trust	330	3.3485	1.1039

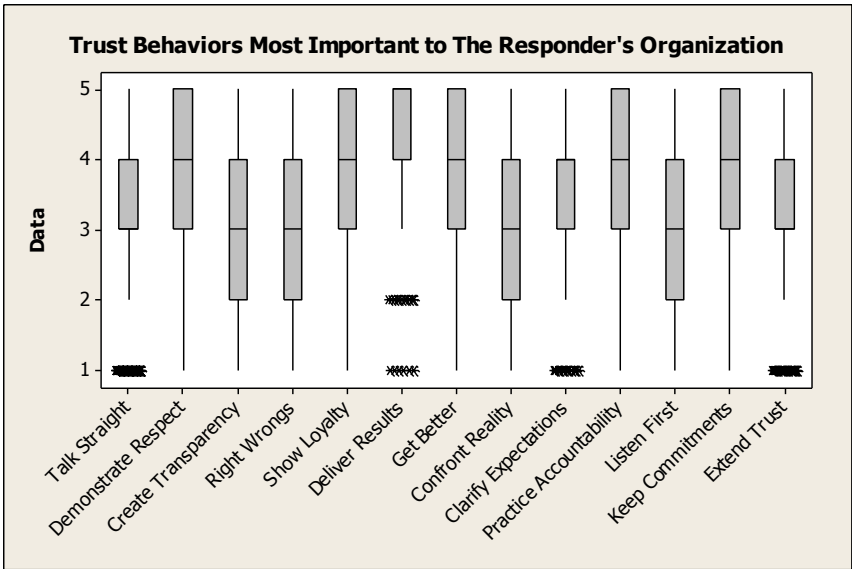

***Figure 17* – Boxplot for Question 11**

In question 12, the responders were asked to indicate to what extent they believed trust behaviors are exhibited in their own organization using a 1 to 5 Likert scale, with 1 being a very small extent and 5 being a very large extent. Descriptive statistics are given in Table 11, and a boxplot is given in Figure 18 below.

Table 11 - *Descriptive Statistics for Question 12*

Variable	N	Mean	StDev
Talk Straight	334	3.0629	1.1226
Demonstrate Respect	335	3.3373	1.0901
Create Transparency	335	2.9254	1.1149
Right Wrongs	334	2.8563	1.0810
Show Loyalty	334	3.2395	1.1375
Deliver Results	335	3.8537	1.0263
Get Better	334	3.2784	1.0865
Confront Reality	335	2.9851	1.0983
Clarify Expectations	333	3.1111	1.0222
Practice Accountability	333	3.1952	1.1542
Listen First	335	2.8836	0.0812
Keep Commitments	334	3.3084	0.0867
Extend Trust	332	3.0271	1.1248

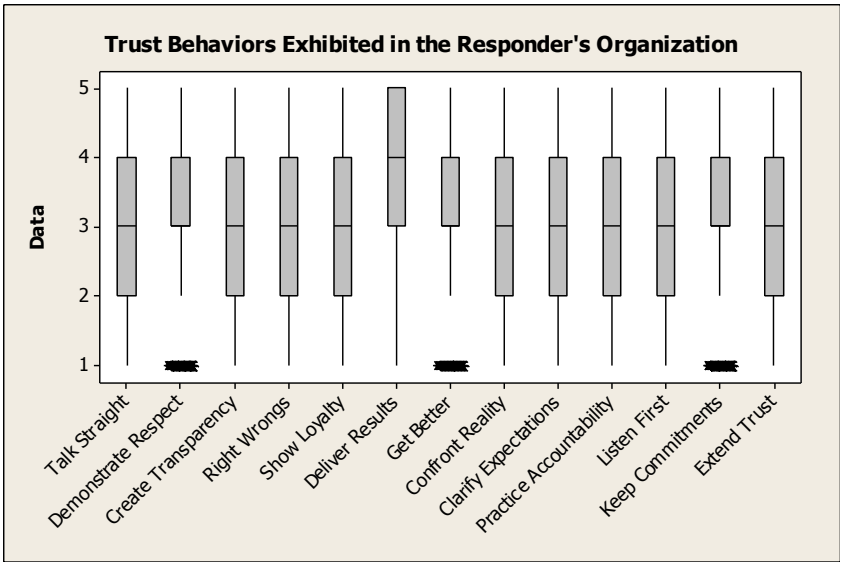

***Figure 18* – Boxplot for Question 12**

In question 13, the responders were asked to rank the importance of trust behaviors to other TACOM organizations on a 1 to 13 scale, with 1 being the most important behavior and 13 being the least important behavior. Descriptive statistics are given in Table 12, and a boxplot is given in Figure 19 below.

Table 12 - *Descriptive Statistics for Question 13*

Variable	N	Mean	StDev
Talk Straight	264	6.739	3.664
Demonstrate Respect	265	7.015	3.552
Create Transparency	265	8.411	3.376
Right Wrongs	265	8.245	3.549
Show Loyalty	265	6.638	3.894
Deliver Results	265	4.355	3.713
Get Better	265	7.192	3.864
Confront Reality	265	7.736	3.528
Clarify Expectations	266	6.665	3.348
Practice Accountability	265	6.275	3.547
Listen First	265	7.702	3.571
Keep Commitments	265	6.109	3.590
Extend Trust	266	7.895	3.555

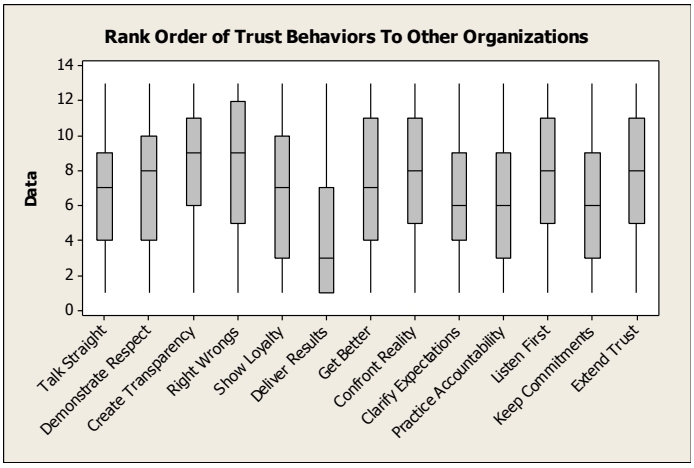

***Figure 19* – Boxplot for Question 13**

In question 14, the responders were asked to indicate the importance that they believed other organizations placed on each trust behavior using a 1 to 5 Likert scale, with 1 being not important and 5 being a very important behavior. Descriptive statistics are given in Table 13, and a boxplot is given in Figure 20 below.

Table 13 - *Descriptive Statistics for Question 14*

Variable	N	Mean	StDev
Talk Straight	262	3.3321	1.0687
Demonstrate Respect	263	3.4601	1.0288
Create Transparency	262	3.1069	1.0846
Right Wrongs	263	3.1901	1.0745
Show Loyalty	262	3.4504	1.1053
Deliver Results	260	4.0385	1.0089
Get Better	262	3.4885	1.0712
Confront Reality	263	3.2966	1.1032
Clarify Expectations	263	3.4144	0.9881
Practice Accountability	263	3.4373	1.0890
Listen First	263	3.1445	1.0816
Keep Commitments	262	3.6183	1.0682
Extend Trust	263	3.2053	1.0573

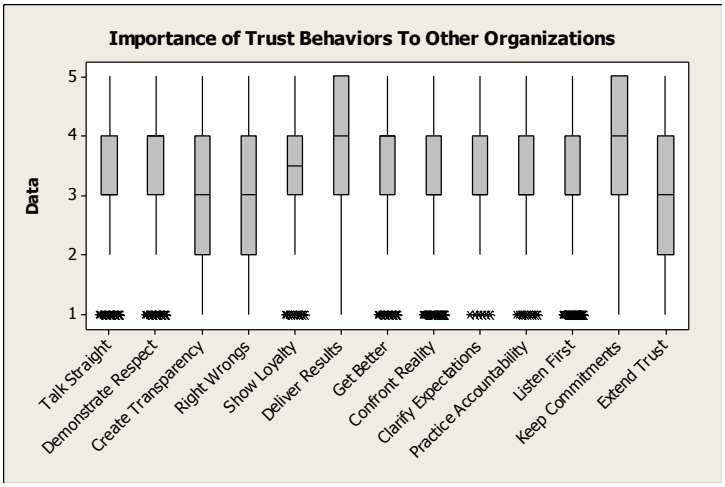

***Figure 20* – Boxplot for Question 14**

In question 15, the responders were asked to indicate to what extent they believed trust behaviors are exhibited in other organizations using a 1 to 5 Likert scale, with 1 being a very small extent and 5 being a very large extent. Descriptive statistics are given in Table 14, and a boxplot is given in Figure 21 below.

Table 14 - *Descriptive Statistics for Question 15*

Variable	N	Mean	StDev
Talk Straight	265	3.0038	1.0317
Demonstrate Respect	264	3.2197	1.0304
Create Transparency	265	2.8528	0.9910
Right Wrongs	263	2.8859	1.0312
Show Loyalty	265	3.2075	1.1139
Deliver Results	265	3.5925	1.0038
Get Better	265	3.1774	1.0050
Confront Reality	264	2.9735	1.0370
Clarify Expectations	263	3.0798	0.9108
Practice Accountability	263	3.0951	1.0386
Listen First	264	2.8182	1.0231
Keep Commitments	263	3.2053	0.9589
Extend Trust	265	2.9774	1.0110

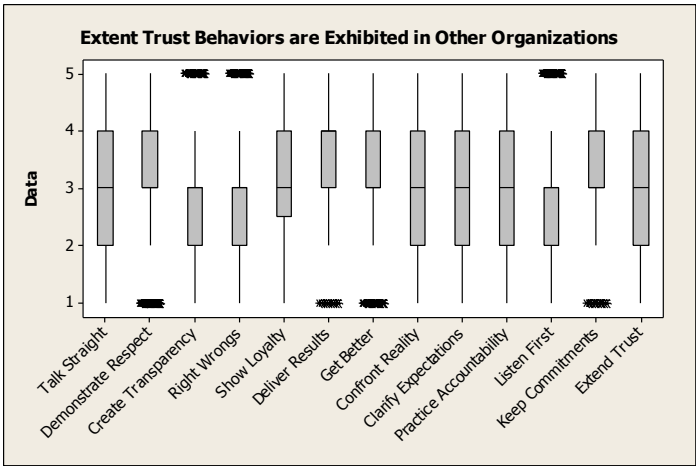

***Figure 21* – Boxplot for Question 15**

In questions 16 and 17, the responders were asked to indicate to what extent their organization and other organizations exhibit trust using a 1 to 5 Likert scale, with 1 being a very small extent and 5 being a very large extent. Descriptive statistics for the two questions are given in Table 15, and a boxplot is given in Figure 22 below.

Table 15 - *Descriptive Statistics for Questions 16 and 17*

Variable	N	Mean	StDev
Your Organization	291	3.2543	1.0425
Other Organizations	285	2.9018	0.8501

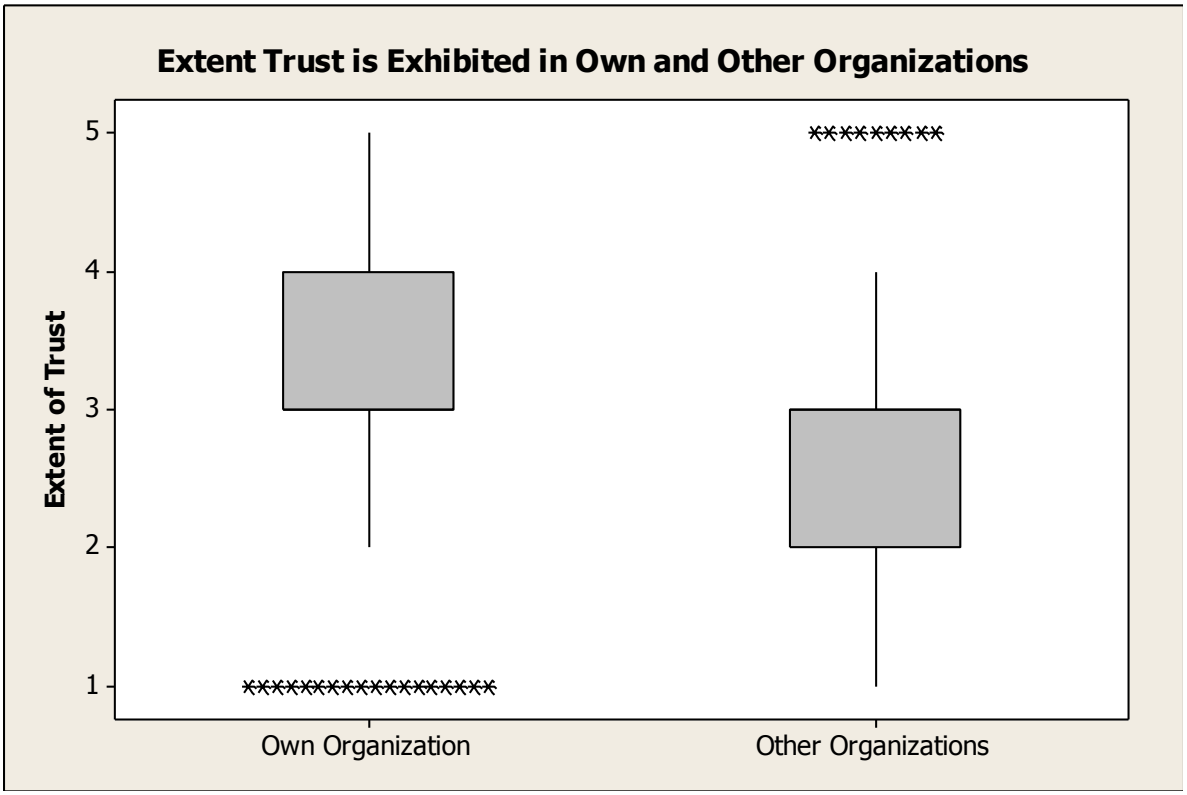

Figure 22 **– Boxplot for Questions 16 and 17**

In question 18, the responders were asked to indicate to what extent they trust specific other TACOM organizations using a 1 to 5 Likert scale, with 1 being a very small extent and 5 being a very large extent. Descriptive statistics for the question is given in Table 16, and a boxplot is given in Figure 23 below.

Table 16 - ***Descriptive Statistics for Question 18***

Variable	N	Mean	StDev
LCMC Command Group	278	3.5000	0.9337
LCMC Staff Element	275	3.2582	0.9372
TARDEC	279	3.1075	0.9906
PEO GCS	277	3.4043	0.9867
PEO CS & CSS	278	3.3885	0.9033
ILSC	275	3.1018	0.9497
Army Contracting Command	275	3.0982	1.1595
IMCOM	271	3.0849	0.9130

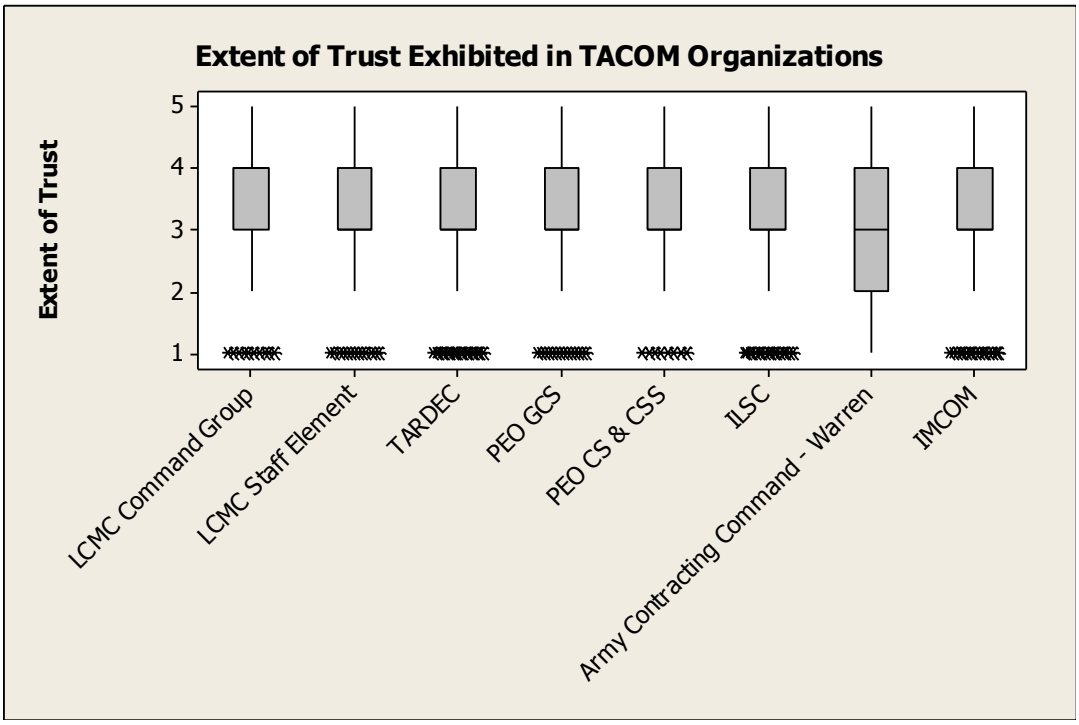

Figure 23 **– Boxplot for Question 18**

Statistical Analysis

Data Reliability

Data reliability was tested through calculation and examination of Cronbach's α for all Likert scale questions. In each case, the Cronbach's α value exceeded 0.8 for question 9, and 0.9 for questions 10 through 18. This indicates that the data are internally consistent and reliable for use in further statistical analysis. The Cronbach's α values for each question are listed in Tables 17 thru 22 below. Each question is tested separately except for questions 16 through 18. Those three questions all measure the extent of overall trust, and are tested together.

Table 17 - ***Cronbach's α Statistics for Question 9***

Cronbach's α = 0.8261	**N=374**				
Omitted Variable	**Adj. Mean**	**Adj. StDev**	**Adj. Tot. Corr**	**Squ. Mult. Corr.**	**Cronbach's α**
Talk Straight	51.160	5.630	0.3207	0.1525	0.8236
Demonstrate Respect	51.235	5.556	0.3897	0.2801	0.8196
Create Transparency	51.770	5.380	0.4672	0.2553	0.8147
Right Wrongs	51.575	5.324	0.5702	0.3692	0.8059

Show Loyalty	51.588	5.471	0.3810	0.2324	0.8215
Deliver Results	51.321	5.515	0.4235	0.2773	0.8174
Get Better	51.762	5.249	0.6222	0.4244	0.8010
Confront Reality	51.687	5.365	0.4958	0.3317	0.8121
Clarify Expectations	51.521	5.454	0.4636	0.2617	0.8145
Practice Accountability	51.267	5.489	0.5098	0.3267	0.8121
Listen First	51.495	5.411	0.5133	0.3239	0.8108
Keep Commitments	51.259	5.532	0.4416	0.2619	0.8164
Extend Trust	51.535	5.401	0.4753	0.3237	0.8137

Table 18 - *Cronbach's α Statistics for Question 11*

Cronbach's α = 0.9301	**N=319**				
Omitted Variable	**Adj. Mean**	**Adj.StDev**	**Adj.Tot. Corr.**	**Squ.Mult. Corr.**	**Cronbach's α**
Talk Straight	42.301	9.734	0.7617	0.6426	0.9219
Demonstrate Respect	42.016	9.888	0.6591	0.5144	0.9255
Create Transparency	42.451	9.782	0.7183	0.5726	0.9235
Right Wrongs	42.542	9.723	0.7797	0.6369	0.9212
Show Loyalty	42.088	9.999	0.5345	0.3756	0.9299
Deliver Results	41.417	10.195	0.4302	0.3277	0.9324
Get Better	41.947	9.882	0.6604	0.4953	0.9255
Confront Reality	42.489	9.773	0.7296	0.5877	0.9230
Clarify Expectations	42.223	9.863	0.7216	0.5562	0.9235
Practice Accountability	42.103	9.764	0.7150	0.5390	0.9236
Listen First	42.492	9.797	0.7510	0.6072	0.9224
Keep Commitments	41.890	9.909	0.6620	0.4936	0.9254
Extend Trust	42.354	9.782	0.7563	0.6577	0.9222

Table 19 - *Cronbach's α Statistics for Question 12*

Cronbach's α = 0.9446	**N=325**				
Omitted Variable	**Adj.Mean**	**Adj.StDev**	**Adj.Tot. Corr.**	**Squ. Mult. Corr.**	**Cronbach's α**
Talk Straight	38.01	10.15	0.7646	0.6497	0.9392
Demonstrate Respect	37.73	10.19	0.7571	0.6230	0.9394
Create Transparency	38.18	10.15	0.7739	0.6567	0.9389
Right Wrongs	38.23	10.18	0.7611	0.6115	0.9393
Show Loyalty	37.84	10.25	0.6641	0.5310	0.9423
Deliver Results	37.23	10.42	0.5706	0.4739	0.9447
Get Better	37.79	10.23	0.7175	0.5969	0.9406
Confront Reality	38.10	10.21	0.7282	0.5816	0.9403
Clarify Expectations	37.97	10.27	0.7248	0.5785	0.9404
Practice Accountability	37.89	10.17	0.7301	0.5709	0.9403
Listen First	38.20	10.19	0.7573	0.6234	0.9394
Keep Commitments	37.78	10.17	0.7788	0.6383	0.9388
Extend Trust	38.06	10.15	0.7678	0.6330	0.9391

Table 20 - *Cronbach's α Statistics for Question 14*

Cronbach's α = 0.9365	**N=255**				
Omitted Variable	**Adj.Mean**	**Adj.StDev**	**Adj.Tot. Corr.**	**Squ. Mult. Corr.**	**Cronbach's α**
Talk Straight	40.855	9.645	0.7565	0.6497	0.9299
Demonstrate Respect	40.745	9.693	0.7380	0.6333	0.9306
Create Transparency	41.094	9.649	0.7349	0.6158	0.9306

Right Wrongs	41.016	9.677	0.7206	0.5959	0.9311
Show Loyalty	40.753	9.826	0.5541	0.3816	0.9366
Deliver Results	40.165	9.882	0.5594	0.4823	0.9361
Get Better	40.714	9.698	0.7091	0.5716	0.9314
Confront Reality	40.894	9.647	0.7264	0.5914	0.9309
Clarify Expectations	40.792	9.703	0.7592	0.6242	0.9300
Practice Accountability	40.753	9.657	0.7336	0.5809	0.9306
Listen First	41.047	9.628	0.7600	0.6945	0.9297
Keep Commitments	40.584	9.746	0.6656	0.5175	0.9329
Extend Trust	40.988	9.664	0.7422	0.6397	0.9304

Table 21 - ***Cronbach's α Statistics for Question 15***

Cronbach's α = 0.9442	**N=256**				
Omitted Variable	**Adj.Mean**	**Adj.StDev**	**Adj.Tot. Corr.**	**Squ. Mult. Corr.**	**Cronbach's α**
Talk Straight	37.008	9.240	0.8207	0.7028	0.9370
Demonstrate Respect	36.789	9.324	0.7230	0.5816	0.9400
Create Transparency	37.152	9.332	0.7463	0.6007	0.9393
Right Wrongs	37.117	9.304	0.7343	0.5710	0.9397
Show Loyalty	36.793	9.346	0.6368	0.5214	0.9430
Deliver Results	36.406	9.451	0.6036	0.4864	0.9435
Get Better	36.840	9.348	0.7064	0.5215	0.9405
Confront Reality	37.051	9.317	0.7339	0.6241	0.9397
Clarify Expectations	36.926	9.366	0.7837	0.6481	0.9385
Practice Accountability	36.906	9.309	0.7214	0.5794	0.9401
Listen First	37.184	9.265	0.7860	0.6939	0.9381
Keep Commitments	36.805	9.342	0.7584	0.6256	0.9390
Extend Trust	37.023	9.316	0.7519	0.6020	0.9392

Table 22 - ***Cronbach's α Statistics for Questions 16, 17 and 18***

Cronbach's α = 0.9143	**N=259**				
Omitted Variable	**Adj.Mean**	**Adj.StDev**	**Adj.Tot. Corr.**	**Squ. Mult. Corr.**	**Cronbach's α**
Your Organization	29.139	6.443	0.6056	0.4069	0.9107
Other Organizations	29.506	6.544	0.6446	0.4672	0.9080
LCMC Command Group	28.915	6.395	0.7550	0.6943	0.9016
LCMC Staff Element	29.143	6.393	0.7655	0.7103	0.9011
TARDEC	29.282	6.436	0.6550	0.4681	0.9074
PEO GCS	28.985	6.415	0.6934	0.6817	0.9051
PEO CS & CSS	28.996	6.457	0.7187	0.7099	0.9039
ILSC	29.305	6.435	0.6878	0.5065	0.9054
ACC-W	29.263	6.339	0.6350	0.4426	0.9100
IMCOM	29.324	6.422	0.7269	0.5555	0.9033

Hypothesis testing

Hypothesis testing was conducted to answer the research questions and test the research hypotheses. The six hypotheses tested using statistical analyses were:

- (H_{01}): Behaviors that build trust are not present within TACOM organizations.
- (H_{02}): Trust Behaviors do not affect trust within an organization

- (H_{03}): Character behaviors do not affect organizational trust
- (H_{04}): Competence behaviors do not affect organizational trust.
- (H_{05}): Alignment of trust behaviors within an organization does not lead to higher trust within the organization.
- (H_{06}): Alignment of trust behaviors between organizations does not lead to higher trust between organizations.

The four research questions answered through statistical analysis, with mapping to the hypotheses, are:

- What are the most important behaviors for building trust (H_{02})?
- To what extent are these behaviors exhibited within TACOM organizations (H_{01})?
- Does alignment of these behaviors within organizations lead to higher trust within the organizations (H_{03}, H_{04}, and H05)?
- Does alignment of these behaviors between organizations lead to higher trust between organizations (H_{06})?

In order to test hypothesis H_{01} (behaviors that build trust are not present within TACOM organizations), a one-sample t-test was conducted on the results of question 12 (the extent the responder believes that behaviors are exhibited in their organization) to determine if n was not equal to 1 (behavior exhibited to a very small extent). The results are shown in Table 23 below. Hypothesis H_{01} was rejected according to the one-sample t test ($t = 46.82$, $df = 334$, $p < .001$). This result supports the alternative hypothesis that there are behaviors exhibited at TACOM that are representative of trust.

Table 23 - *One-Sample t-test results for Hypothesis H_{01}*

Variable	N	Mean	St. Dev	SE Mean	95% CI	T	P
Organizational Behavior	335	3.1587	0.8439	0.0461	(3.0680, 3.2494)	46.82	0.000

In order to test hypothesis H_{02} (trust behaviors do not affect trust within an organization), a regression analysis was conducted. The results of question 16 (the extent that the responders organization exhibits trust) were regressed on the results of question 12 (the extent the responder believes that behaviors are exhibited in their organization) to determine the effect of trust behaviors on trust within an organization. The results are shown in table 24 below.

Hypothesis H_{02} was rejected according to the regression test ($t = 19.11$, $df = 287$, $p < .001$). This result supports the alternative hypothesis that trust behaviors do affect trust within an organization. The regression equation is $y=0.405 + 0.905x$, where y equals overall trust and x equals the mean of the trust behaviors. Specifically, the regression equation found that trust exhibited at TACOM significantly increased by .91 units for each unit change in the mean of trust behaviors.

Table 24 - *Regression analysis results for Hypothesis H_{02}*

N=288					
Predictor	**Coefficient**	**SE Coeff**	**T value**	**P value**	
Constant	0.4049	0.1547	2.62	0.009	
Total Org Behavior	0.90485	0.04734	19.11	0.000	
S = 0.695445	R-Sq = 56.1%	R-Sq(adj) = 55.9%			
ANOVA Results					
Source	**DF**	**SS**	**MS**	**F value**	**P Value**
Regression	1	176.66	176.66	365.28	0.000
Residual Error	286	138.32	0.48		
Total	287	314.99			

In order to test hypothesis H_{03} (character behaviors do not affect organizational trust), a regression analysis was conducted. The results of question 16 (the extent that the responders organization exhibits trust) were regressed on the subset of results of question 12 (the extent the

responder believes that behaviors are exhibited in their organization) relating to character in the Covey model to determine the effect of character-based trust behaviors on trust within an organization. The results are shown in table 25 below.

Hypothesis H_{03} was rejected according to the regression test ($t = 17.91$, $df = 287$, $p < .001$). This result supports the alternative hypothesis that character trust behaviors do affect trust within an organization. The regression equation is $y=0.749 + 0.817x$, where y equals overall trust and x equals the mean of the character trust behaviors. Specifically, the regression equation found that trust exhibited at TACOM significantly increased by .817 units for each unit change in the mean of character trust behaviors.

Table 25 - ***Regression analysis results for Hypothesis H_{03}***

N=288					
Predictor	**Coefficient**	**SE Coeff**	**T value**	**P value**	
Constant	0.7490	0.1463	5.12	0.000	
Total Char Behavior	0.81735	0.04563	17.91	0.000	
S = 0.720482	R-Sq = 52.9%	R-Sq(adj) = 52.7%			
ANOVA Results					
Source	**DF**	**SS**	**MS**	**F value**	**P Value**
Regression	1	166.52	166.52	320.80	0.000
Residual Error	286	148.46	0.52		
Total	287	314.99			

In order to test hypothesis H_{04} (competence behaviors do not affect organizational trust), a regression analysis was conducted. The results of question 16 (the extent that the responders organization exhibits trust) were regressed on the subset of results of question 12 (the extent the responder believes that behaviors are exhibited in their organization) relating to competence in

the Covey model to determine the effect of competence-based trust behaviors on trust within an organization. The results are shown in table 26 below.

Hypothesis H_{04} was rejected according to the regression test ($t = 16.14$, $df = 287$, $p < .001$). This result supports the alternative hypothesis that competence trust behaviors do affect trust within an organization. The regression equation is $y=0.527 + 0.830x$, where y equals overall trust and x equals the mean of the competence trust behaviors. Specifically, the regression equation found that trust exhibited at TACOM significantly increased by .830 units for each unit change in the mean of competence trust behaviors.

Table 26 - ***Regression analysis results for Hypothesis H_{04}***

N=288					
Predictor	**Coefficient**	**SE Coeff**	**T value**	**P value**	
Constant	0.5270	0.1750	3.01	0.003	
Total Comp Behavior	0.83027	0.05145	16.14	0.000	
S = 0.759217	R-Sq = 47.7%	R-Sq(adj) = 47.5%			
ANOVA Results					
Source	**DF**	**SS**	**MS**	**F value**	**P Value**
Regression	1	150.13	150.13	260.46	0.000
Residual Error	286	164.85	0.58		
Total	287	314.99			

In order to test hypothesis H_{05} (alignment of trust behaviors within an organization does not lead to higher trust within the organization), a regression analysis was conducted. The results of question 16 (the extent that the responders organization exhibits trust) were regressed on the concordance of question 8 (the rank ordering of trust behaviors most important to the responder) and question 10 (the rank ordering of trust behaviors the responder believes most important to their organization) to determine the effect of alignment of trust behaviors on trust within an organization. The results are shown in table 27 below.

The concordance between rank ordering questions was accomplished by comparing the rank of each behavior between the two rank ordered lists. For each responder, the rank order position for each behavior was compared. A value of one was given if the position was different, and a value of zero was given if the positions were the same. The thirteen different values were summed for each responder to give the concordance, and used as the predictor for trust (question 16) in the regression analysis.

Hypothesis H_{05} was rejected according to the regression test ($t = 2.82$, $df = 290$, $p < .01$). This result supports the alternative hypothesis that alignment of trust behaviors within an organization does lead to higher trust within the organization. The regression equation is $y=3.12 + 0.0802x$, where y equals overall trust and x equals the concordance of trust behaviors. Specifically, the regression equation found that trust exhibited at TACOM significantly increased by .0801 units for each unit change in the mean of concordance between trust behaviors.

Table 27 - *Regression analysis results for Hypothesis H_{05}*

N=291					
Predictor	**Coefficient**	**SE Coeff**	**T value**	**P value**	
Constant	3.11933	0.07704	40.49	0.000	
Concordance	0.08015	0.02841	2.82	0.005	
S = 1.03023	R-Sq = 2.7%	R-Sq(adj) = 2.3%			
ANOVA Results					
Source	**DF**	**SS**	**MS**	**F value**	**P Value**
Regression	1	8.448	8.448	7.96	0.005
Residual Error	289	306.734	1.061		
Total	290	315.182			

In order to test hypothesis H_{06} (alignment of trust behaviors between organizations does not lead to higher trust between organizations), a regression analysis was conducted. The results of question 16 (the extent that the responders organization exhibits trust) were regressed on the concordance of question 8 (the rank ordering of trust behaviors most important to the responder)

and question 13 (the rank ordering of trust behaviors the responder believes most important to other organizations) to determine the effect of alignment of trust behaviors on trust among organizations. The concordance between rank ordering questions was accomplished using the same methodology as for $H_{05,}$ and used as the predictor for trust (question 17) in the regression analysis. The results are shown in table 28 below.

Hypothesis H_{06} was accepted according to the regression test ($t = 1.93$, $df = 284$, $p > .05$). This result supports the null hypothesis that alignment of trust behaviors within an organization does not lead to higher trust between organizations. The regression equation is $y=2.83 + 0.0530x$, where y equals overall trust and x equals the concordance of trust behaviors. Specifically, the regression equation found that trust exhibited at TACOM significantly increased by .0530 units for each unit change in the mean of concordance between trust behaviors.

Table 28 - *Regression analysis results for Hypothesis H_{06}*

N=285					
Predictor	**Coefficient**	**SE Coeff**	**T value**	**P value**	
Constant	2.82718	0.06326	44.69	0.000	
Concordance	0.05301	0.02744	1.93	0.054	
S = 0.846063	R-Sq = 1.3%	R-Sq(adj) = 1.0%			
ANOVA Results					
Source	**DF**	**SS**	**MS**	**F value**	**P Value**
Regression	1	2.6713	2.6713	3.73	0.054
Residual Error	283	202.5779	0.7158		
Total	284	205.2491			

As part of this hypothesis, a paired-t test was run to compare the means of question 16 (the extent that the responder's organization exhibits trust) and question 17 (the extent that the responders believe that other organizations exhibit trust). The results are given in table 29 below. The test results indicate that a statistically significant difference exists between the individual's trust in their own organization, and the trust that they have in other organizations. While not

attributable to alignment, this result indicates that a definite difference does exist in perceptions of trust.

Table 29 – *Paired t-test for Questions 16 and 17*

Variable	N	Mean	St. Dev.	SE Mean
Own Organization	285	3.2632	1.0402	0.0616
Other Organization	285	2.9018	0.8501	0.0504
Difference	285	0.3614	0.9073	0.0537
T-Value	6.72			
P-Value	0.000			

Summary

This chapter presented the survey results to determine if the presence and alignment of behaviors that build trust lead to higher levels of trust within and between organizations at the TACOM LCMC. The statement of purpose, research questions, and hypotheses presented in Chapter One were revisited. The descriptive statistics for the sample was presented and the six hypotheses were tested using statistical analysis. Five of the six alternative hypotheses were accepted and one was rejected. The conclusions drawn from the analysis will be presented in Chapter Five.

Chapter 5 – Conclusions and Recommendations

Trust is a social phenomenon that makes work within organizations easier and collaboration between organizations possible (Lane & Bachmann, 1998). Behaviors that engender trust are key components in building and maintaining organizational trust (Covey, 2006), and lead to increased perceived effectiveness, job satisfaction (Shockley-Zalabak, Morreale, & Hackman, 2010), more open communication, information sharing, conflict management (Seppanen, Blomqvist & Sundqvist, 2005) and collaborative innovation (Miles, Snow & Miles, 2000). Multiple definitions of trust exist in the literature; for purposes of this research, it is defined as the belief that another person or group will behave in good faith to meet commitments, is honest, and will not take advantage of the situation if the opportunity is available (Cummings & Bromiley, 1996).

One of the most popular books written on the subject of trust is Stephen M.R. Covey's *The Speed of Trust* (2006). Covey defined a series of trust levels that describe how trust is defined, gained, lost, and regained over time. Covey stated that high trust within an organization depends on the presence of 13 different character and competency-based trust behaviors among the people in the organization. Organizational trust, in this model, is based primarily on alignment within organizations with higher degrees of vision, values, and process alignment correlating to higher degrees of trust within the organization. However, minimal information exists in the literature to quantitatively establish the relationship between alignment of trust behaviors and increased levels of organizational trust.

The purpose of this study is to determine if the presence and alignment of the Covey behaviors lead to higher levels of organizational trust within and among organizations at the TACOM LCMC. Significant differences in perceptions of which behaviors are important and

exhibited by employees, their organizations and other organizations are identified and used to understand the impact of behavior alignment on overall trust.

This chapter contains the findings and implications, recommendations, and suggestions for future research based upon the literature review and findings from this research study. The chapter also contains the limitations of this research and conclusions by the researcher.

Findings and Implications

The findings for each hypothesis and the implications for management are discussed in this section. There were four research questions related to trust in this study:

- What are the most important behaviors for building trust?
- To what extent are these behaviors exhibited within TACOM organizations?
- Does alignment of these behaviors within organizations lead to higher trust within the organizations?
- Does alignment of these behaviors between organizations lead to higher trust between organizations?

The six hypotheses tested in this research study are:

- (H_{01}): Behaviors that build trust are not present within TACOM organizations.
- (H_{02}): Trust Behaviors do not affect trust within an organization
- (H_{03}): Character behaviors do not affect organizational trust
- (H_{04}): Competence behaviors do not affect organizational trust.
- (H_{05}): Alignment of trust behaviors within an organization does not lead to higher trust within the organization.
- (H_{06}): Alignment of trust behaviors between organizations does not lead to higher trust between organizations.

The first research question is addressed by hypothesis H_{02}. Research question 2 is addressed by hypothesis H_{01}. Research question 3 is addressed by hypotheses H_{03}, H_{04}, and H_{05}. Research question 4 is addressed by hypothesis H_{06}. The findings for each of the hypotheses are discussed below.

(H_{01}): Behaviors that build trust are not present within TACOM organizations. Trust is defined in multiple ways in the academic literature. For our purposes, it is defined as:

> an individual's belief or a common belief among a group of individuals that another individual or group a) makes good-faith efforts to behave in accordance with any commitments both explicit or implicit, b) is honest in whatever negotiations preceded such commitments, and c) does not take excessive advantage of another even when the opportunity is available (Cummings and Bromiley, 1996, p. 310*).*

Behaviors that build trust are defined from the Covey (2006) trust behavior dendritic of 13 behaviors that, if exhibited at a high level, engender trust between parties. These behaviors are defined as (a) talk straight; (b) demonstrate respect; (c) create transparency; (d) right wrongs; (e) show loyalty; (f) deliver results; (g) get better; (h) confront reality; (i) clarify expectations; (j) practice accountability; (k) listen first; (l) keep commitments; and (m) extend trust. The full definitions are given in Appendix C.

In order to test hypothesis $H_{01,}$ a one-sample t-test was conducted on the results of question 12 (the extent the responder believes that behaviors are exhibited in their organization) to determine if n was not equal to 1 (behavior exhibited to a very small extent). The p value for the t test was 0.000. Therefore, the findings determined that the responders believe there are behaviors exhibited at TACOM that are representative of trust. This result, while basic, is the foundation that allows further examination of the remaining hypotheses.

(H_{02}): Trust Behaviors do not affect trust within an organization. This hypothesis extends hypothesis H_{01} by suggesting that there is a significant relationship between the strength of the

extent of trust behaviors exhibited in the responder's organization and the extent that the organization exhibits trust. This relationship is predicted by the Covey model as well as Currall and Inkpen's (2006) model of trust flowing across organizational levels.

In order to test hypothesis H_{02}, a regression analysis was conducted. The results of question 16 (the extent that the responders organization exhibits trust) were regressed on the results of question 12 (the extent the responder believes that behaviors are exhibited in their organization) to determine the effect of trust behaviors on trust within an organization.

Two significant results were determined from the analysis. First, the p value for the regression test was 0.000. Therefore, the findings indicate that the responders believe trust behaviors do affect trust within an organization. Second, the regression equation is y=0.405 + 0.905x, where y equals overall trust and x equals the mean of the trust behaviors. This indicates a very strong positive relationship between trust behaviors and overall trust, with trust increasing by 0.9 units for every unit change in trust behaviors. Also, the constant value of 0.405 indicates that, in the absence of trust behaviors (where x=0), a very low level of overall trust would result.

(H_{03}): Character behaviors do not affect organizational trust. This hypothesis, as well as hypothesis H_{04}, examines the relative contributions of two major subsets of trust behaviors discussed in hypothesis H_{02} to overall trust. Character trust behaviors are (a) talk straight; (b) demonstrate respect; (c) create transparency; (d) right wrongs; and (e) show loyalty. In the Covey (2006) model, these five behaviors are expressions of a person's *integrity* (a combination of honesty, congruence of values and actions, and having the courage to act in accordance with your values and beliefs (p. 54)) and their *intent* (acting with straightforward motives and transparent agendas (p.55)). This hypothesis also extends hypothesis H_{01} by suggesting that there

is a significant relationship between the strength of the extent of character-related trust behaviors exhibited in the responder's organization and the extent that the organization exhibits trust.

In order to test hypothesis H_{03}, a regression analysis was conducted. The results of question 16 (the extent that the responders organization exhibits trust) were regressed on the subset of results of question 12 (the extent the responder believes that behaviors are exhibited in their organization) relating to character to determine the effect of character-based trust behaviors on trust within an organization.

As with hypothesis H_{02}, two significant results were determined from the analysis. First, the p value for the regression test was 0.000. Therefore, the findings indicate that the responders believe that character-related trust behaviors do affect trust within an organization. Second, the regression equation is $y=0.749 + 0.817x$, where y equals overall trust and x equals the mean of the character trust behaviors. This indicates a very strong positive relationship between character trust behaviors and overall trust, with trust increasing by 0.817 units for every unit change in character trust behaviors. Also, the constant value of 0.817 indicates that, in the absence of character trust behaviors (where $x=0$), a very low level of overall trust would result. One would expect that character trust behaviors, as a subcomponent of overall trust, would provide a weaker change in trust per unit change in trust behaviors than in H_{02}, and this results does occur.

(H_{04}): Competence behaviors do not affect organizational trust. This hypothesis examines the relative contribution of the second major subset of trust behaviors discussed in hypothesis H_{02} to overall trust. Competence trust behaviors are (a) deliver results; (b) get better; (c) confront reality; (d) clarify expectations; and (e) practice accountability. In the Covey (2006) model, these five behaviors are expressions of a person's *capabilities* (a combination of abilities, talents, skills, knowledge, attitudes, and styles that inspire confidence in others (p. 55)) and their ability

to produce *results* (a person's track record of performance and getting the right things done (p.55)). This hypothesis also extends hypothesis H_{01} by suggesting that there is a significant relationship between the strength of the extent of competence-related trust behaviors exhibited in the responder's organization and the extent that the organization exhibits trust.

In order to test hypothesis H_{04}, a regression analysis was conducted. The results of question 16 (the extent that the responders organization exhibits trust) were regressed on the subset of results of question 12 (the extent the responder believes that behaviors are exhibited in their organization) relating to competence to determine the effect of competence-based trust behaviors on trust within an organization.

As with hypotheses H_{02} and H_{03}, two significant results were determined from the analysis. First, the p value for the regression test was 0.000. Therefore, the findings indicate that the responders believe that competence-related trust behaviors do affect trust within an organization. Second, the regression equation is $y=0.527 + 0.830x$, where y equals overall trust and x equals the mean of the character trust behaviors. This again indicates a very strong positive relationship between character trust behaviors and overall trust, with trust increasing by 0.830 units for every unit change in character trust behaviors. Also, the constant value of 0.527 indicates that, in the absence of character trust behaviors (where $x=0$), a very low level of overall trust would result. As with hypothesis H_{03}, one would also expect that competence trust behaviors, as a subcomponent of overall trust, would provide a weaker change in trust per unit change in trust behaviors than in H_{02}, and this results does occur.

One additional result is that the regression equations for character and competence are very similar, and have almost identical coefficients for x (the respective trust behaviors). This leads to the conclusion that character and competence behaviors are relatively equal in their influence on

overall trust. This result is suggested in the Covey model, but not statistically proven in the literature.

(H_{05}): Alignment of trust behaviors within an organization does not lead to higher trust within the organization. This hypothesis examines the Covey argument that alignment of trust behaviors, vision, values, and process alignment leads to higher degrees of organizational trust. In order to understand alignment, the responders were asked three questions where they had to force rank the thirteen trust behaviors based on (a) their preference; (b) their belief of their organization's preference; and (c) their belief of other organization's preference. The predictor for trust then becomes a function of the person's individual preference and their belief of either their organization's preference (H_{05}), or other organization's preference (H_{06}).

In order to test hypothesis H_{05}, a regression analysis was conducted. The results of question 16 (the extent that the responders organization exhibits trust) were regressed on the concordance of question 8 (the rank ordering of trust behaviors most important to the responder) and question 10 (the rank ordering of trust behaviors the responder believes most important to their organization) to determine the effect of alignment of trust behaviors on trust within an organization.

As with previous regression testing, two significant results were determined from the analysis. First, the p value for the regression test was 0.005. Therefore, the findings indicate that the responders believe that alignment of trust behaviors within an organization does lead to higher trust within the organization. Second, the regression equation is $y=3.12 + 0.0802x$, where y equals overall trust and x equals the concordance of trust behaviors. This indicates a very weak but positive relationship between concordance of trust behaviors and overall trust, with trust increasing by 0.08 units for every unit change in trust behaviors. Also, the constant value of 3.12

indicates that, in the absence of any concordance of trust behaviors (where x=0), a moderate level of overall trust would result. This regression also has an extremely low adjusted R squared value of 2.3%, which indicates that concordance is not a good predictor of overall trust.

(H_{06}): Alignment of trust behaviors between organizations does not lead to higher trust between organizations. This hypothesis extends the Covey argument that alignment of trust behaviors, vision, values, and process alignment leads to higher degrees of organizational trust by examining the proposition that alignment of trust behaviors between organizations will lead to higher degrees of trust among organizations. In order to understand alignment, the responders were asked three questions where they had to force rank the thirteen trust behaviors based on (a) their preference; (b) their belief of their organization's preference; and (c) their belief of other organization's preference.

In order to test hypothesis H_{06}, a regression analysis was conducted. The results of question 17 (the extent that other organizations exhibit trust) were regressed on the concordance of question 8 (the rank ordering of trust behaviors most important to the responder) and question 13 (the rank ordering of trust behaviors the responder believes most important to other organizations) to determine the effect of alignment of trust behaviors on trust among organizations.

As with previous regression testing, two significant results were determined from the analysis. First, the p value for the regression test was 0.054; just above the 95% confidence threshold. Therefore, the findings indicate that the responders believe that alignment of trust behaviors within an organization does not lead to higher trust between organizations. Second, the regression equation is y=2.83 + 0.0530x, where y equals overall trust and x equals the concordance of trust behaviors. This indicates a very weak but positive relationship between

concordance of trust behaviors and overall trust, with trust increasing by 0.05 units for every unit change in trust behaviors. Also, the constant value of 2.83 indicates that, in the absence of any concordance of trust behaviors (where x=0), a moderate level of overall trust would result. This regression also has an extremely low adjusted R squared value of 1.0%, which indicates that concordance is not a good predictor of overall trust.

The implications of the findings from hypothesis testing are that behaviors that build trust are present within TACOM organizations, the extent of the trust behaviors does affect the level of trust within organizations, and that character and competence based behaviors appear to equally affect trust. This is supported by the literature review.

Other significant findings. Examination of the descriptive statistics yields three additional insights that, while not a formal part of this research will help TACOM leadership to increase overall trust in the workforce. The first insight is that ranking of trust behaviors between individuals and the individual's perception of organizational preference is different. The second insight is that differences in rank order of trust behaviors between generations also exist. The third insight is that, while individuals trust specific organizations equally, there is a statistically significant difference between an individual's trust in their own organization and in a generic other organization.

Ranking of trust behaviors between individuals and their perception of their own organization and other TACOM organizations is given in Table 30. Significant differences exist between rankings in talking straight, demonstrating respect, delivering results, getting better, and listening first. Further examination of the stratification of trust behavior ranking between generations is given in Table 31 and helps explain some of the sources for the differences in rankings. Areas highlighted in the tables are discussed below.

Talking straight (a combination of honesty, integrity, and lack of "spin") is the most important behavior to individuals, and is perceived to be ranked significantly lower by their organizations. In general, this trend is prevalent across all age groups, but the difference in ranking is most extreme in the post-1980 generation. Demonstrating respect (a combination of caring for others, respecting dignity, and kindness) is the second most important behavior to individuals, and is perceived to be ranked significantly lower in other organizations. This trend is prevalent across all age groups, but the difference in ranking is most extreme in those born prior to 1946. Listening first (a combination of listening before you speak, understanding context, and not assuming knowledge of the question or answer before listening) is the third most important behavior to individuals, and is also perceived to be ranked significantly lower by both their own organization and other organizations. This trend is also prevalent across all age groups, but the difference in ranking is most extreme in the post-1980 generation.

Conversely, delivering results (building a track record of success, getting the right things done, and delivering on promises) was ranked sixth by individuals, and first for both their own organization and other organizations. This difference in ranking was uniform across all age groups. Also, getting better (continuously improving, learning, and acting on feedback) was ranked last by individuals and significantly higher by their organizations and other organizations. Here, the greatest discrepancy in rank difference was in both the pre-1946 and post-1980 generations. Additional analysis will be deferred to future research efforts.

Table 30 – *Rank Order of Trust Behaviors*

		Rank Order		**Rank Difference**	
Trust Behaviors	**Me**	**My Organization**	**Other Organizations**	**My/My Organization**	**Me/Other Organizations**
Talk Straight	1	8	4	-7	-3
Demonstrate Respect	2	3	7	-1	-5
Create Transparency	11	12	13	-1	-2

Right Wrongs	10	13	12	-3	-2
Show Loyalty	8	6	6	2	2
Deliver Results	6	1	1	5	5
Get Better	13	5	8	8	5
Confront Reality	12	10	10	2	2
Clarify Expectations	9	7	5	2	4
Practice Accountability	5	4	3	1	2
Listen First	3	9	9	-6	-6
Keep Commitments	4	2	2	2	2
Extend Trust	7	11	11	-4	-4

Table 31 – ***Rank Order of Trust Behaviors Stratified by Generation***

		Rank			Rank Order	
Trust Behaviors		**Me**	**My Org**	**Other Orgs**	**Me/My Org**	**Me/Other Org**
Talk Straight	**Overall**	**1**	**8**	**4**	**-7**	**-3**
	Born Prior to 1946	1	2	5	-1	-4
	Born 1947 to 1964	1	5	5	-4	-4
	Born 1965 to 1980	2	9	3	-7	-1
	Born After 1980	2	8	10	-6	-8
Demonstrate Respect		**2**	**3**	**7**	**-1**	**-5**
	Born Prior to 1946	2	4	11	-2	-9
	Born 1947 to 1964	3	6	7	-3	-4
	Born 1965 to 1980	1	4	8	-3	-7
	Born After 1980	1	3	4	-2	-3
Create Transparency		**11**	**12**	**13**	**-1**	**-2**
	Born Prior to 1946	10	9	10	1	0
	Born 1947 to 1964	11	11	13	0	-2
	Born 1965 to 1980	13	13	13	0	0
	Born After 1980	9	13	12	-4	-3
Right Wrongs		**10**	**13**	**12**	**-3**	**-2**
	Born Prior to 1946	11	12	12	-1	-1
	Born 1947 to	10	12	12	-2	-2

	1964					
	Born 1965 to 1980	9	12	12	-3	-3
	Born After 1980	5	12	11	-7	-6
Show Loyalty		**8**	**6**	**6**	**2**	**2**
	Born Prior to 1946	6	11	3	-5	3
	Born 1947 to 1964	9	9	4	0	5
	Born 1965 to 1980	6	2	6	4	0
	Born After 1980	11	5	3	6	8
Deliver Results		**6**	**1**	**1**	**5**	**5**
	Born Prior to 1946	7	1	1	6	6
	Born 1947 to 1964	6	1	1	5	5
	Born 1965 to 1980	8	1	1	7	7
	Born After 1980	7	1	1	6	6
Get Better		**13**	**5**	**8**	**8**	**5**
	Born Prior to 1946	13	10	2	3	11
	Born 1947 to 1964	13	7	8	6	5
	Born 1965 to 1980	10	6	9	4	1
	Born After 1980	13	4	2	9	11
Confront Reality		**12**	**10**	**10**	**2**	**2**
	Born Prior to 1946	12	13	4	-1	8
	Born 1947 to 1964	12	10	10	2	2
	Born 1965 to 1980	11	10	10	1	1
	Born After 1980	7	11	9	-4	-2
Clarify Expectations		**9**	**7**	**5**	**2**	**4**
	Born Prior to 1946	9	7	9	2	0
	Born 1947 to 1964	7	4	6	3	1
	Born 1965 to 1980	12	7	5	5	7
	Born After 1980	3	7	5	-4	-2
Practice Accountability		**5**	**4**	**3**	**1**	**2**

	Born Prior to 1946	5	5	7	0	-2
	Born 1947 to 1964	5	3	3	2	2
	Born 1965 to 1980	4	5	4	-1	0
	Born After 1980	8	10	6	-2	2
Listen First		**3**	**9**	**9**	**-6**	**-6**
	Born Prior to 1946	3	6	9	-3	-6
	Born 1947 to 1964	4	8	11	-4	-7
	Born 1965 to 1980	5	8	7	-3	-2
	Born After 1980	4	9	13	-5	-9
Keep Commitments		**4**	**2**	**2**	**2**	**2**
	Born Prior to 1946	4	3	7	1	-3
	Born 1947 to 1964	2	2	2	0	0
	Born 1965 to 1980	3	3	2	0	1
	Born After 1980	12	2	7	10	5
Extend Trust		**7**	**11**	**11**	**-4**	**-4**
	Born Prior to 1946	8	8	13	0	-5
	Born 1947 to 1964	8	13	9	-5	-1
	Born 1965 to 1980	7	11	11	-4	-4
	Born After 1980	10	6	8	4	2

Based on the research, we cannot statistically attribute the difference in perception of overall extent of trust between an individual's organization and other organizations to a specific cause. However, the interesting result is that a statistically measurable difference between extent of trust in the individual's own organization and a generic "other organization" does exist. When asked about specific organizations, there is no statistical difference in the extent of trust between specific organizations. Individuals trust specific organizations equally, but less than their own.

Recommendations

The research presented in this study shows that behaviors that build trust are present within TACOM organizations, the extent of the trust behaviors does affect the level of trust within organizations, and that character and competence based behaviors appear to equally affect trust. This is supported by the literature review.

Key recommendations drawn from the findings include management focus on workforce education about the different TACOM organizations, an understanding of differences in priority of trust behaviors between generations, and equal emphasis on cultivation of workforce behaviors that build both character and competence. These are further discussed below.

Management focus on workforce education. The evolving nature of the TACOM workforce, especially with retirement of older workers over the next ten years, requires additional education about the nature of the overall TACOM workforce and the roles and missions of the different organizations on the acquisition life cycle of our weapon systems. In order to address Gonda's (2012) observations about the need for more collaborative planning, trust between organizations, transparency of operating processes, and observable relevancy across the LCMC, a base level of knowledge and familiarity with other organizations roles and responsibilities is necessary.

Understanding of differences in priority of trust behaviors. The significant differences in perceived prioritization of trust behaviors between individuals and organizations and the effect on organization trust is a significant area for further study by both TACOM leadership and academia. While a weak overall predictor by itself, the impact of trust behavior alignment on trust within an organization was confirmed. Areas where perceived significant differences in alignment exist need to be understood to determine impacts on trust and potential ways to

improve trust. Specific emphasis on the five areas of talking straight, demonstrating respect, delivering results, getting better, and listening first should be prioritized to determine potential causes and solutions for the differences in prioritization.

Equal emphasis on development of character and competence trust behaviors. The mission of any LCMC is to support the warfighter and provide them with the best equipment possible. However, the focus on trust behaviors needed to complete this mission must be balanced between character and competence to realize the full potential effectiveness and efficiency of the LCMC. While it is impossible to emphasize thirteen behaviors equally, and delivering results for our customers is the overriding mission of the LCMC, it will be important to emphasize development of those behaviors that correlate to negative findings in other workforce surveys and studies.

Implications and Recommendations for Future Research

The findings from hypotheses H01 through H04 mesh with and confirm the Covey thesis that behaviors that build trust at the individual level do positively affect organizational trust. In TACOM organizations, organizations do exhibit trust behaviors and the extent of those behaviors are predictors of organizational trust. Furthermore, statistical confirmation that character and competence behaviors are both predictors of organizational trust, in roughly equal proportions, is also useful for future researchers.

One major barrier to future research is that the Covey model itself does not specifically define the concept trust except in operational terms (as shown in Table 2 as part of the literature review). Given the number of definitions for trust in the literature (shown in Table 1 as part of the literature review), significant differences in results between research efforts are possible simply by picking a different definition for trust. Specification of a standard definition for trust

within the Covey model itself would help future researchers by eliminating potential differences in results stemming from the use of a different definition for the concept.

A critical area for future research is the development of a simpler conceptual and experimental design to further study and statistically study alignment of behaviors between organizations. The use of concordance in the experimental model is difficult to examine due to the complexity of both the rank order survey questions and the nature of the statistical analysis. While alignment of trust behaviors may truly not be a good predictor of trust among organizations, additional attempts to study this relationship with a different experimental design would be useful.

Additional analysis of existing data to examine the influence of other moderating variables, such as education levels, number of years worked at TACOM, and number of years worked within the current organization would also be useful for future research. A more complete understanding of the dynamic nature of inter-organizational trust within an evolving organization would occur with additional analysis of other potential variables that can predict organizational trust.

Conclusion

This quantitative research study examined the presence and alignment of trust behaviors in civil service employees at the U.S. Army Tank-Automotive and Armaments Command (TACOM) located in Warren, Michigan. Specifically, this study determined (a) if trust-building behaviors exist in TACOM organizations; (b) if the extent of behaviors that build trust lead to higher levels of trust within and among organizations at the TACOM LCMC; and (c) if a high degree of alignment of those behaviors correlates to higher trust within and among organizations.

Significant findings from the study include the confirmation that trust behaviors do exist. Ranking of trust behaviors between personal and organizational preference is different. Differences in rank order of trust behaviors between generations also exist. The extent of trust behaviors is a predictor of trust in the responder's overall organization, and the alignment of trust behaviors in an organization is a weak predictor of trust in the responder's organization. Alignment of trust behaviors among organizations is not a statistical predictor of overall organizational trust among organizations.

Recommendations from the findings include management focus on workforce education about the different TACOM organizations, an understanding of differences in priority of trust behaviors between generations, and equal emphasis on cultivation of workforce behaviors that build both character and competence.

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Appendix A – Institutional Review Board Approval

Lawrence Technological University
Institutional Review Board
Office of the Provost
21000 West Ten Mile Road
Southfield, MI 48075
research.ltu.edu <http://www.ltu.edu/provosts_office/IRB.asp>
irb@ltu.edu

December 8, 2012

Dear Anthony Desmond,

I am pleased to report that your IRB application to conduct research with human participants for the project, "Understanding Alignment of Trust Behaviors and Their Effect on Organizational Trust at the TACOM LCMC", has been approved under the Expedited review path for a period of one year, November 27, 2012 – November 27, 2013.

The IRB is satisfied that the following three ethical concerns regarding the treatment of your human participants have been addressed in your research protocol: (1) The research involves administering a survey to participants who will voluntarily consent to complete the survey and who are free to withdraw from the study at any time; (2) You have identified potential risks to you and the participants; and (3) You have assured that a balance exists between potential benefits of the research to the participant and/or society and the risk assumed by the participants.

Please contact the IRB if you require an extension to your project after one year. Please note you must contact the IRB if you make any changes to your research protocol that impact the ethical treatment of your research participants. Please do not hesitate to contact the IRB if you have any questions.

Sincerely, Matthew Cole

Matthew Cole, Ph.D.
Assistant Professor of Management
IRB Chair
Lawrence Technological University
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Appendix B – Research Paper Survey

Trust within the TACOM LCMC

*1. As an adult 18 years of age or older, I agree to participate in this research about trust within the U.S. Army Tank-Automotive and Armaments Command Life Cycle Management Center (TACOM LCMC) elements located in Warren, Michigan. The research is being conducted by Anthony Desmond, Department of Management, Lawrence Technological University and the Senior Service Executive Fellowship (SSCF) Program of Defense Acquisition University (DAU), Anthony.desmond@dau.mil

I understand that my participation is entirely voluntary; and I can withdraw my consent at any time. By agreeing to participate in this study, I indicate that I understand the following:

1. The purpose of this research project is to determine the degree of trust within and between organizations within the TACOM LCMC. Should I choose to participate in the survey, I am aware that my feedback will be consolidated with my peers and the outcome will be briefed to TACOM LCMC leadership allowing them to be better informed to make organizational enterprise changes.

2. If I choose to participate in this research, I will be asked to complete an online survey. The survey will include questions about your perceptions of the presence or absence of behaviors that engender trust at the TACOM LCMC. The survey has 21 questions and will take approximately 10-15 minutes to complete.

3. There will be no incentive for participation.

4. All items in the survey are important for analysis, and my data will be more meaningful if all questions are answered. However, I do not have to answer any question that I prefer not to. I can discontinue my participation at any time without penalty by exiting out of the survey.

5. This research will not expose me to any discomfort or stress beyond that which might normally occur during a typical day. There are no right or wrong answers; thus, I need not be stressed about finding a correct answer.

6. There are no known risks associated with my participating in this study.

7. Data collected will be handled in a confidential manner. The data collected will remain

Trust within the TACOM LCMC

anonymous. The purpose of this research has been explained and my participation is entirely voluntary. I understand that the research entails no known risks and by completing this survey, I am agreeing to participate in this research project.

YOU MAY PRINT THIS PAGE FOR YOUR RECORDS.

Research at Lawrence Technological University that involves human participants is carried out under the oversight of the Institutional Review Board. Questions or problems regarding these activities should be addressed to Dr. Matthew Cole, Chairperson of the Institutional Review Board, at irb@ltu.edu, Lawrence Technological University, 21000 West Ten Mile Road, Southfield, MI 48075, (248) 204-3096.

- ◯ I have read this informed consent and I AGREE to participate
- ◯ I have read this informed consent and I DO NOT AGREE to participate

Trust within the TACOM LCMC

Demographic Data

2. What year were you born?

- ◯ Prior to 1946
- ◯ 1946 – 1964
- ◯ 1965 – 1980
- ◯ 1981 or after

3. What Organization do you work for?

- ◯ LCMC Command Group
- ◯ LCMC Staff Element
- ◯ TARDEC
- ◯ PEO GCS (Core)
- ◯ PEO GCS (Matrix from another organization)
- ◯ PEO CS & CSS (Core)
- ◯ PEO CS & CSS (Matrix from another organization)
- ◯ ILSC
- ◯ Army Contracting Center - Warren
- ◯ IMCOM

Other (please specify)

Trust within the TACOM LCMC

4. What is your current equivalent Pay Level?

- ◯ WG (Non-Supervisory)
- ◯ WL (Leader)
- ◯ WS (Supervisory)
- ◯ GS 1-4/E1-4
- ◯ GS 5-8/E5-E9
- ◯ GS 9-11/O1-O2
- ◯ GS 12-13/O3-O4
- ◯ GS 14-15/O5-O6
- ◯ SES/GO

Other (please specify)

5. How many years have you worked at the TACOM LCMC?

- ◯ Less than 1 year
- ◯ 1 to 5 years
- ◯ 6 to 10 years
- ◯ 11 to 15 years
- ◯ 16 to 20 years
- ◯ Greater than 20 years

Trust within the TACOM LCMC

6. How many years have you worked in your current organization?

- ◯ Less than 1 year
- ◯ 1 year
- ◯ 2 years
- ◯ 3 years
- ◯ 4 years
- ◯ 5 years
- ◯ 6 years
- ◯ 7 years
- ◯ 8 years
- ◯ 9 years
- ◯ 10 years
- ◯ Greater than 10 years

7. What is the highest level of education you have completed?

- ◯ High School
- ◯ Associate's Degree
- ◯ Bachelor's Degree
- ◯ Master's Degree
- ◯ Doctoral Degree

Other (please specify)

Trust within the TACOM LCMC

Trust Behaviors

The following questions refer to thirteen (13) different behaviors that help build trust. These behaviors are defined below:

1) Talk Straight. (Be honest. Tell the truth. Let people know where you stand. Use simple language. Call things what they are. Demonstrate integrity. Don't manipulate people nor distort facts. Don't spin the truth. Don't leave false impressions.)

2) Demonstrate Respect. (Genuinely care for others. Show you care. Respect the dignity of every person and every role. Treat everyone with respect, especially those who can't do anything for you. Show kindness in the little things. Don't fake caring. Don't attempt to be "efficient" with people.)

3) Create Transparency. (Tell the truth in a way people can verify. Get real and genuine. Be open and authentic. Err on the side of disclosure. Operate on the premise of, "What you see is what you get." Don't have hidden agendas. Don't hide information.)

4) Right Wrongs. (Make things right when you're wrong. Apologize quickly. Make restitution where possible. Practice "service recoveries." Demonstrate personal humility. Don't cover things up. Don't let personal pride get in the way of doing the right thing.)

5) Show Loyalty. (Speak about people as if they were present. Represent others who aren't there to speak for themselves. Don't bad-mouth others behind their backs. Don't disclose others' private information.)

6) Deliver Results. (Establish a track record of results. Get the right things done. Make things happen. Accomplish what you're hired to do. Be on time and within budget. Don't overpromise and underdeliver. Don't make excuses for not delivering.)

7) Get Better. (Continuously improve. Increase your capabilities. Be a constant learner. Develop feedback systems both formal and informal. Act upon the feedback you receive. Thank people for feedback. Don't consider yourself above feedback. Don't assume your knowledge and skills will be sufficient for tomorrow's challenges.)

8) Confront Reality. (Take issues head on, even the "undiscussables." Address the tough stuff directly. Acknowledge the unsaid. Lead out courageously in conversation. "Remove the sword from their hands." Don't skirt the real issues. Don't bury your head in the sand.)

9) Clarify Expectations. (Disclose and reveal expectations. Discuss them. Validate them. Renegotiate them if needed and possible. Don't violate expectations. Don't assume that expectations are clear or shared.)

10) Practice Accountability. (Hold yourself accountable. Hold others accountable. Take responsibility for results. Be clear on how you'll communicate how you're doing and how others are doing. Don't avoid or shirk responsibility. Don't blame others or point fingers when things go wrong.)

11) Listen First. (Listen before you speak. Understand. Diagnose. Listen with your ears . . . and your eyes and heart. Find out what the most important behaviors are to the people you're working with. Don't assume you know what matters most to others. Don't presume you have all the answers or all the questions.)

12) Keep Commitments. (Say what you're going to do. Then do what you say you're going to do. Make commitments carefully and keep them at all costs. Make keeping commitments the symbol of your honor. Don't break confidences. Don't attempt to "PR" your way out of a commitment you've broken.)

13) Extend Trust. (Demonstrate a propensity to trust. Extend trust abundantly to those who have earned your trust. Extend trust conditionally to those who are earning your trust. Learn how to appropriately extend trust to others based on the situation, risk, and character/competence of the people involved. But have a propensity to trust. Don't withhold trust because there is risk involved.)

Trust within the TACOM LCMC

8. Please rank order, from most important (1) to least important (13), which of these behaviors are most important to YOU:

- [ ] Create Transparency
- [ ] Right Wrongs
- [ ] Keep Commitments
- [ ] Practice Accountability
- [ ] Confront Reality
- [ ] Extend Trust
- [ ] Talk Straight
- [ ] Show Loyalty
- [ ] Get Better
- [ ] Demonstrate Respect
- [ ] Clarify Expectations
- [ ] Deliver Results
- [ ] Listen First

Trust within the TACOM LCMC

9. For each behavior, please indicate the importance that YOU place on the following behaviors on a scale from 1 to 5 (with 1 being not important and 5 being very important):

	1 - Not Important	2 - Of Little Importance	3 - Moderately Important	4 - Important	5 - Very Important
Deliver Results	◯	◯	◯	◯	◯
Create Transparency	◯	◯	◯	◯	◯
Show Loyalty	◯	◯	◯	◯	◯
Clarify Expectations	◯	◯	◯	◯	◯
Extend Trust	◯	◯	◯	◯	◯
Talk Straight	◯	◯	◯	◯	◯
Right Wrongs	◯	◯	◯	◯	◯
Listen First	◯	◯	◯	◯	◯
Get Better	◯	◯	◯	◯	◯
Demonstrate Respect	◯	◯	◯	◯	◯
Confront Reality	◯	◯	◯	◯	◯
Keep Commitments	◯	◯	◯	◯	◯
Practice Accountability	◯	◯	◯	◯	◯

Trust within the TACOM LCMC

Trust Behaviors within your organization

10. Please rank order, from most important (1) to least important (13), which of these behaviors are most important to YOUR ORGANIZATION:

☐	Keep Commitments
☐	Listen First
☐	Extend Trust
☐	Get Better
☐	Clarify Expectations
☐	Demonstrate Respect
☐	Talk Straight
☐	Show Loyalty
☐	Deliver Results
☐	Confront Reality
☐	Practice Accountability
☐	Right Wrongs
☐	Create Transparency

Trust within the TACOM LCMC

11. For each behavior, please indicate the importance which you believe YOUR ORGANIZATION places on the following behaviors on a scale from 1 to 5 (1 being not important and 5 being very important).

	1 - Not Important	2 - Of Little Importance	3 - Moderately Important	4 - Important	5 - Very Important
Listen First	◯	◯	◯	◯	◯
Keep Commitments	◯	◯	◯	◯	◯
Right Wrongs	◯	◯	◯	◯	◯
Confront Reality	◯	◯	◯	◯	◯
Practice Accountability	◯	◯	◯	◯	◯
Talk Straight	◯	◯	◯	◯	◯
Get Better	◯	◯	◯	◯	◯
Create Transparency	◯	◯	◯	◯	◯
Clarify Expectations	◯	◯	◯	◯	◯
Demonstrate Respect	◯	◯	◯	◯	◯
Deliver Results	◯	◯	◯	◯	◯
Extend Trust	◯	◯	◯	◯	◯
Show Loyalty	◯	◯	◯	◯	◯

12. Please indicate to what extent you believe the following behaviors are exhibited in YOUR ORGANIZATION on a scale from 1 to 5 (with 1 indicating a very small extent and 5 indicating a very large extent).

	1 - A very small extent	2 - A small extent	3 - A moderate extent	4 - A large extent	5 - A very large extent
Listen First	◯	◯	◯	◯	◯
Practice Accountability	◯	◯	◯	◯	◯
Clarify Expectations	◯	◯	◯	◯	◯
Create Transparency	◯	◯	◯	◯	◯
Extend Trust	◯	◯	◯	◯	◯
Get Better	◯	◯	◯	◯	◯
Confront Reality	◯	◯	◯	◯	◯
Keep Commitments	◯	◯	◯	◯	◯
Deliver Results	◯	◯	◯	◯	◯
Show Loyalty	◯	◯	◯	◯	◯
Demonstrate Respect	◯	◯	◯	◯	◯
Right Wrongs	◯	◯	◯	◯	◯
Talk Straight	◯	◯	◯	◯	◯

Trust within the TACOM LCMC

Trust Behaviors within other TACOM LCMC organizations

13. Please rank order, from most important (1) to least important (13), which of these behaviors you believe are most important to OTHER ORGANIZATIONS within the TACOM LCMC:

☐	Create Transparency
☐	Practice Accountability
☐	Deliver Results
☐	Demonstrate Respect
☐	Right Wrongs
☐	Keep Commitments
☐	Extend Trust
☐	Talk Straight
☐	Show Loyalty
☐	Listen First
☐	Clarify Expectations
☐	Confront Reality
☐	Get Better

Trust within the TACOM LCMC

14. For each behavior, please indicate the importance that you believe OTHER ORGANIZATIONS within the TACOM LCMC place on the following behaviors on a scale from 1 to 5 (with 1 being not important and 5 being very important).

	1 - Not Important	2 - Of Little Importance	3 - Moderately Important	4 - Important	5 - Very Important
Practice Accountability	◯	◯	◯	◯	◯
Keep Commitments	◯	◯	◯	◯	◯
Show Loyalty	◯	◯	◯	◯	◯
Confront Reality	◯	◯	◯	◯	◯
Create Transparency	◯	◯	◯	◯	◯
Extend Trust	◯	◯	◯	◯	◯
Get Better	◯	◯	◯	◯	◯
Clarify Expectations	◯	◯	◯	◯	◯
Talk Straight	◯	◯	◯	◯	◯
Right Wrongs	◯	◯	◯	◯	◯
Deliver Results	◯	◯	◯	◯	◯
Demonstrate Respect	◯	◯	◯	◯	◯
Listen First	◯	◯	◯	◯	◯

15. Please indicate to what extent you believe the following behaviors are exhibited in OTHER ORGANIZATIONS within the TACOM LCMC on a scale from 1 to 5 (with 1 indicating a very small extent and 5 indicating a very large extent).

	1 - A very small extent	2 - A small extent	3 - A moderate extent	4 - A large extent	5 - A very large extent
Get Better	◯	◯	◯	◯	◯
Extend Trust	◯	◯	◯	◯	◯
Deliver Results	◯	◯	◯	◯	◯
Clarify Expectations	◯	◯	◯	◯	◯
Show Loyalty	◯	◯	◯	◯	◯
Talk Straight	◯	◯	◯	◯	◯
Confront Reality	◯	◯	◯	◯	◯
Listen First	◯	◯	◯	◯	◯
Keep Commitments	◯	◯	◯	◯	◯
Right Wrongs	◯	◯	◯	◯	◯
Demonstrate Respect	◯	◯	◯	◯	◯
Create Transparency	◯	◯	◯	◯	◯
Practice Accountability	◯	◯	◯	◯	◯

Trust within the TACOM LCMC

Extent of Trust

For the following questions, trust is defined as "an individual's belief or a common belief among a group of individuals that another individual or group a) makes good-faith efforts to behave in accordance with any commitments both explicit or implicit, b) is honest in whatever negotiations preceded such commitments, and c) does not take excessive advantage of another even when the opportunity is available".

16. To what extent does YOUR ORGANIZATION exhibit trust?

- ◯ 1 - A very small extent
- ◯ 2 - A small extent
- ◯ 3 - A moderate extent
- ◯ 4 - A large extent
- ◯ 5 - A very large extent

17. To what extent do OTHER TACOM LCMC ORGANIZATIONS in general exhibit trust?

- ◯ 1 - A very small extent
- ◯ 2 - A small extent
- ◯ 3 - A moderate extent
- ◯ 4 - A large extent
- ◯ 5 - A very large extent

18. To what extent do you trust the following TACOM LCMC organizations?

	1 - A very small extent	2 - A small extent	3 - A moderate extent	4 - A large extent	5 - A very large extent
LCMC Command Group	◯	◯	◯	◯	◯
LCMC Staff Element	◯	◯	◯	◯	◯
TARDEC	◯	◯	◯	◯	◯
PEO GCS	◯	◯	◯	◯	◯
PEO CS & CSS	◯	◯	◯	◯	◯
ILSC	◯	◯	◯	◯	◯
Army Contracting Center - Warren	◯	◯	◯	◯	◯
IMCOM	◯	◯	◯	◯	◯

Trust within the TACOM LCMC

Free Response Questions

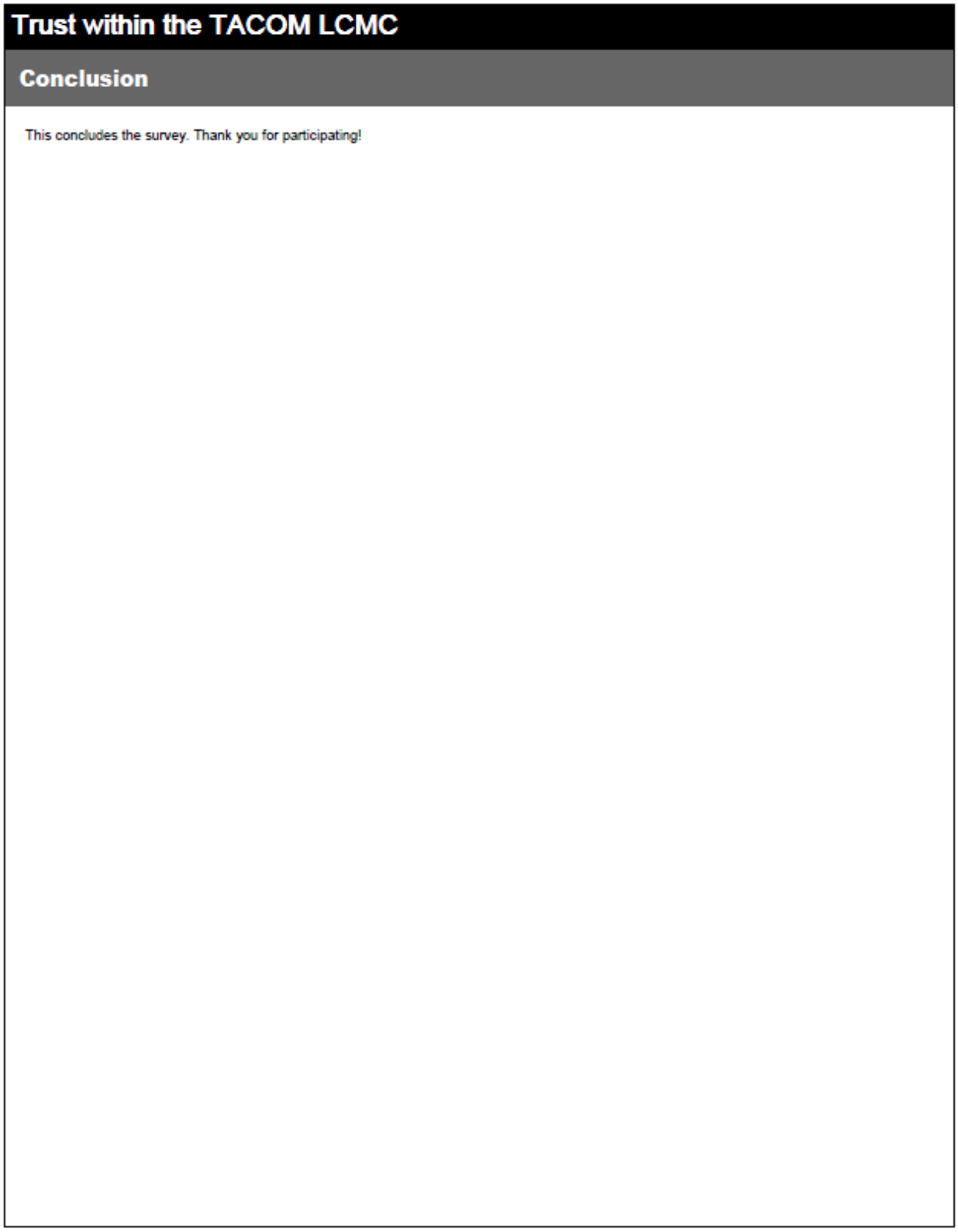
For the following questions, trust is defined as "an individual's belief or a common belief among a group of individuals that another individual or group a) makes good-faith efforts to behave in accordance with any commitments both explicit or implicit, b) is honest in whatever negotiations preceded such commitments, and c) does not take excessive advantage of another even when the opportunity is available".

19. Are there other behaviors, not listed in this survey, that positively or negatively impact the level of trust in your organization or other organizations?

20. What is the single, most important behavior that you would change within your organization to increase the level of trust? What can you do to help make that change occur?

21. What factors, other than the behaviors listed in this survey, affect your level of trust in your organization?

22. What factors, other than the behaviors listed in this survey, affect your level of trust in other TACOM LCMC organization?



Appendix C - Covey Trust Behavior Definitions

Character Based Behaviors

1) Talk Straight. (Be honest. Tell the truth. Let people know where you stand. Use simple language. Call things what they are. Demonstrate integrity. Don't manipulate people nor distort facts. Don't spin the truth. Don't leave false impressions.

2) Demonstrate Respect. (Genuinely care for others. Show you care. Respect the dignity of every person and every role. Treat everyone with respect, especially those who can't do anything for you. Show kindness in the little things. Don't fake caring. Don't attempt to be "efficient" with people.)

3) Create Transparency. (Tell the truth in a way people can verify. Get real and genuine. Be open and authentic. Err on the side of disclosure. Operate on the premise of, "What you see is what you get." Don't have hidden agendas. Don't hide information.)

4) Right Wrongs. (Make things right when you're wrong. Apologize quickly. Make restitution where possible. Practice "service recoveries." Demonstrate personal humility. Don't cover things up. Don't let personal pride get in the way of doing the right thing.)

5) Show Loyalty. (Speak about people as if they were present. Represent others who aren't there to speak for themselves. Don't bad-mouth others behind their backs. Don't disclose others' private information.)

Competence Based Behaviors

6) Deliver Results. (Establish a track record of results. Get the right things done. Make things happen. Accomplish what you're hired to do. Be on time and within budget. Don't overpromise and under deliver. Don't make excuses for not delivering.)

7) Get Better. (Continuously improve. Increase your capabilities. Be a constant learner. Develop

feedback systems both formal and informal. Act upon the feedback you receive. Thank people for feedback. Don't consider yourself above feedback. Don't assume your knowledge and skills will be sufficient for tomorrow's challenges.)

8) Confront Reality. (Take issues head on, even the "undiscussables." Address the tough stuff directly. Acknowledge the unsaid. Lead out courageously in conversation. "Remove the sword from their hands." Don't skirt the real issues. Don't bury your head in the sand.)

9) Clarify Expectations. (Disclose and reveal expectations. Discuss them. Validate them. Renegotiate them if needed and possible. Don't violate expectations. Don't assume that expectations are clear or shared.)

10) Practice Accountability. (Hold yourself accountable. Hold others accountable. Take responsibility for results. Be clear on how you'll communicate how you're doing and how others are doing. Don't avoid or shirk responsibility. Don't blame others or point fingers when things go wrong.)

Combined Character and Competence Based Behaviors

11) Listen First. (Listen before you speak. Understand. Diagnose. Listen with your ears . . . and your eyes and heart. Find out what the most important behaviors are to the people you're working with. Don't assume you know what matters most to others. Don't presume you have all the answers or all the questions.)

12) Keep Commitments. (Say what you're going to do. Then do what you say you're going to do. Make commitments carefully and keep them at all costs. Make keeping commitments the symbol of your honor. Don't break confidences. Don't attempt to "PR" your way out of a commitment you've broken.)

13) Extend Trust. (Demonstrate a propensity to trust. Extend trust abundantly to those who have

earned your trust. Extend trust conditionally to those who are earning your trust. Learn how to appropriately extend trust to others based on the situation, risk, and character/ competence of the people involved. But have a propensity to trust. Don't withhold trust because there is risk involved.)

Biography

SENIOR SERVICE COLLEGE FELLOWSHIP

Anthony T. Desmond

Anthony T. (Tony) Desmond grew up in Washington, PA and is an honors graduate of Trinity High School. He graduated from Carnegie-Mellon University in 1986 with a degree in Chemical and Biomedical Engineering. Tony began his Government career with the Armaments Research, Development and Engineering Center, in a variety of program management, engineering, and support roles. From 1998 thru 2002, Tony worked in Washington, DC, as an Science and Technology action officer in the office of the Deputy Chief of Staff for Operations – Force Development (DCSOPS-FD), and as Technical Director for the Objective Force Task Force. Tony subsequently joined the Program Office, Future Combat Systems (PM FCS), where he served as Technical Director, Chief Engineer, and Deputy Executive Director of System of Systems Integration. Prior to the SSCF, Tony served as the Assistant Program Executive Officer (APEO), Systems Engineering and Integration, for the Program Executive Office Ground Combat Systems (PEO GCS), where he was responsible for PEO-wide systems engineering, systems of systems integration, test and evaluation, and continuous process improvement, as well as developmental planning and force modernization of the Army's ground combat vehicle fleet. Tony and his wife Bobbe have five daughters and four grandchildren.

CAREER CHRONOLOGY:

- 2012-2013: Senior Service College Fellow, Defense Acquisition University
- 2009-2012: APEO Systems Engineering and Integration, PEO GCS, Warren, MI
- 2007-2009: Deputy Executive Director, System of Systems Integration, PM FCS, Warren, MI
- 2004-2007: Chief Engineer, PM FCS, Warren, MI
- 2002-2004: Technical Director, PM FCS, Warren, MI
- 2000-2002: Technical Director and Modeling and Simulation Officer, Objective Force Task Force, Crystal City, VA
- 1998-2000: Science and Technology Officer, DCSOPS-FD, Pentagon
- 1987-1998: Multiple Engineering and Program Management assignments, TACOM-ARDEC

COLLEGE:

- MS, Systems Management, Florida Institute of Technology, 1991
- BS, Chemical Engineering – Biomedical Engineering, Carnegie-Mellon University, 1986

SIGNIFICANT TRAINING:

- Army Management Staff College, 1993
- Acquisition Management Program, Naval Postgraduate School, 2007

CERTIFICATIONS:

- Acquisition Corps Member
- Level III Certification in Program Management
- Level III Certification in Systems Planning, Research, and Development – Systems Engineering
- Level III Certification in Systems Planning, Research, and Development – Program Systems Engineering

AWARDS AND HONORS:

- 2012, 2001 - Superior Civilian Service Award
- 2009 – Meritorious Civilian Service Award
- 2004 – Achievement Medal For Civilian Service
- 2000 - Army Staff Identification Badge
- 1996 - Commander's Award for Civilian Service